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Professional Development Guide:

Module 2, Session 4

Effective Practices in Teaching Students

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Modules and Sessions Table

Module	Topic	Session	Minutes	Session Date
1	Domain A: Applying Principles and Practices that Foster a Positive Culture	Intro	60	
		1	120	
		2	150	
		3	150	
2	Domain B: Applying Effective Pedagogy and Andragogy	4	120	
		5	120	
		6	165	
3	Domain C: Collecting Data to Inform Professional Learning	7	150	
		8	140	
		9	170	
4	Domain D: Planning, Implementing, and Analyzing Literacy Instruction	10	175	
		11	135	
		12	165	
		13	130	
5	Domain E: Growing Professionally	14	120	
		15	120	
6	Planning and Implementing Coaching	16	120	

Bridge to Practice Module Projects for Coaches

A Bridge to Practice project after each module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will:

- **Module 1:** develop a principal-coach partnership agreement;
- **Module 2:** develop a needs assessment for professional development on evidence-based instructional practices and complete an **ADDIE model** for planning this professional development;
- **Module 3:** develop and describe planned implementation of a professional learning action plan;
- **Module 4:** create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction;
- **Module 5:** complete a reflection on the course including plans for continued professional growth;
- **Module 6:** choose one teacher with whom you have seen significant growth as a result of coaching support and complete a reflection on what worked, why it worked, and which areas of growth were most evident.

A rubric is provided at the end of each module for the corresponding Bridge to Practice project.

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Fundamentals of Literacy Coaching

Professional Development Modules

Module 2, Session 4

Effective Practices in Teaching Students

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Module	Topic	Session	Minutes	Session Date
1	Applying Principles and Practices that Foster a Positive Culture	Intro	60	
		1	120	
		2	150	
		3	150	
2	Applying Effective Pedagogy and Andragogy	4	120	
		5	120	
		6	165	
3	Collecting Data to Inform Professional Learning	7	150	
		8	140	
		9	170	
4	Planning, Implementing, and Analyzing Literacy Instruction	10	175	
		11	135	
		12	165	
		13	130	
5	Growing Professionally	14	120	
		15	120	
6	Planning and Implementing Coaching	16	120	

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Bridge to Practice Projects for Coaches

- An activity designed to serve as a bridge to practice after each Module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will complete the following activities:

Module 1	Develop a principal-coach partnership agreement.
Module 2	Develop a needs assessment for professional development on evidence-based instructional practices and complete an ADDIE model for planning this professional development.
Module 3	Develop and describe planned implementation of a professional learning action plan.
Module 4	Create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction.
Module 5	Complete a reflection on the course, including plans for continued professional growth.
Module 6	Choose one teacher with whom you have seen significant growth as a result of coaching support and complete a reflection on what worked, why it worked, and which areas of growth were most evident.

- A rubric is provided at the end of each Module for the corresponding Bridge to Practice project.

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Norms for Our Course

Cell phones on silent

Pay attention to self and others

Presume positive intentions

4

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Define and Discuss Session Goals and Content

Goals for Today

- Review Session 3 and debrief the self-study activities completed after the session.
- Learn to recognize and use foundational principles of how students learn.
- Learn to recognize and use scaffolding strategies that address the strengths and needs of individual students and small groups.
- Preview the self-study activities to be completed before Session 5.

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Debrief

Review of Module 1, Session 3

Self-Study 1: Steps to Building a Teacher-Coach Relationship

- What are important aspects of relationship building as a coach and ways to develop positive relationships with administrators, teachers, and other staff?
- Any comments or questions about Session 3?

Self-Study 2: Video Viewing Guide Principal-Coach Support

- Share responses to questions about Self-Study 2.

Submit Bridge to Practice Activity for Module 1.

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Define and Discuss Session Goals and Content

Module 2: Applying Effective Pedagogy and Andragogy

Goal: Participants will gain the knowledge and ability to apply principles and practices of effective pedagogy and andragogy.

Session 4 Effective practices in teaching students
Session 5 Effective practices in teaching adults
Session 6 Selecting and applying methods to support teacher growth

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Literacy Coach Domain and Standards: Session 4

B. Knowledge of and ability to apply effective pedagogy and andragogy.
Coaches will be able to:

1. Identify and apply foundational principles of how students learn.

6. Identify and apply scaffolding strategies that address the strengths and needs of individual students and small groups (e.g., differentiation of instruction for individual students and small groups based on strengths and areas of growth).

8

Learn and Confirm

Question...

How DO students learn?

9

Another question...

Why could I ask you the previous question and expect you would have logical responses?

10

Students Learn...

- Through **explicit** and **systematic instruction** that is **differentiated** to meet their needs and helps them make connections.
- When they receive instruction that is **scaffolded** to help them accomplish tasks while building their knowledge and abilities to complete the task independently.
- By being active participants in their own learning and receiving **corrective feedback** when necessary.

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How Students Learn

Students learn through **explicit instruction**, which could be defined as:

Intentional teaching with a clear and direct presentation of information to learners, which is focused on critical standards-aligned content. It engages all learning and does not require student inferencing during the introduction of new content, concepts, or skills. This type of instruction does not make assumptions about skills and knowledge learners already have or will acquire on their own.

(Florida Practice Profile)

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How Students Learn

Students learn through **systematic instruction**, which could be defined as:

A planned sequence that includes logical progression of content, concepts, and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals. Instructional routines help learners integrate new and existing knowledge through multiple opportunities for students to practice over time.

(Florida Practice Profile)

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How Students Learn

"Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. So, when teaching new content and skills to novices, teachers are more effective when they provide explicit guidance accompanied by practice and feedback, not when they require students to discover many aspects of what they must learn."

(Clark, Kirschner, & Sweller, 2012, p. 6)

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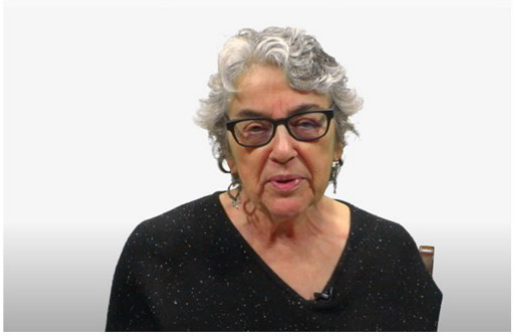
Collaborate and Practice
Elements of Explicit Instruction



As we watch **Video 1: Utilizing Explicit Instruction** by Anita Archer, complete **Handout 1: Video Viewing Guide for Video 1**.

Video retrieved from https://www.facebook.com/watch/?v=320845308601739 on 01/04/24 .

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Handout 1 on next page

Handout 1: Video Viewing Guide for Video 1: Utilizing Explicit Instruction

Directions: Watch Video 1: Utilizing Explicit Instruction by Anita Archer and answer the questions below.

Questions	Answer
1. What are some characteristics of explicit instruction?	
2. Who benefits from explicit instruction?	
3. What are two elements of explicit instruction? How would you coach teachers so they implement explicit instruction more effectively?	
4. What are the three different types of practice and why are these important?	
5. What are some important elements of instructional delivery? How can you coach for these?	
6. What do you feel were the important points of this video and why?	

End of Handout 1

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Elements of Explicit Instruction from Archer & Hughes

Read **Handout 2:**
16 Elements of Explicit Instruction

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Handout 2 on next page

Handout 2: 16 Elements of Explicit Instruction

Archer & Hughes, 2011

1. **Focus Instruction on critical elements –** teach skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match students' instructional needs.

2. **Sequence skills logically –** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself.

3. **Break down complex skills and strategies into smaller instructional units –** Teach in small steps.

4. **Design organized and focused lessons –** Make optimized use of instructional time. Make sure your lessons are organized, sequenced, and focused.

5. **Begin lessons with a clear statement of the lesson's goal and your expectations –** Tell learners clearly what is to be learned and why it is important.

6. **Review prior skills and knowledge before beginning instruction –** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with the other related skills.

7. **Provide step-by-step demonstrations –** Model the skill and clarify the decision- making processes needed to complete a task or procedure by thinking aloud as you perform the skill.

8. **Use clear and concise language –** Use consistent, unambiguous wording and terminology.

9. **Provide an adequate range of examples and non-examples –** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples.

10. **Provide guided and supported practice –** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance.

11. **Require frequent responses –** Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral, written, or action response) helps them focus on the lesson content.

12. **Monitor student performance closely –** Carefully watch and listen to students' responses, so you can verify student mastery as well as make timely adjustments in instruction if students are making errors.

13. **Provide immediate affirmative and corrective feedback –** Follow up on students' responses as quickly as you can. Immediate feedback helps ensure high rates of success and reduces the likelihood of practicing errors.

14. **Deliver the lesson at a brisk pace –** Deliver the instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior.

15. **Help students organize their knowledge –** Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit.

16. **Provide distributed and cumulative practice –** Distributed practice refers to multiple opportunities to practice skills over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills.

End of Handout 2

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Elements of Explicit Instruction in Action

As we view **Video 2: Word-Building**, keep in mind the comments from Anita Archer you observed in Video 1. You can use your video viewing guide as a reference. Identify the elements of explicit instruction that you see from **Handout 2.**

Video retrieved from https://www.youtube.com/watch?v=4Tm2U2zOQ_M on 01/04/24.

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Learn and Confirm

Coaching Teachers to Provide Explicit Instruction

Increases in teachers implementing explicit instruction were achieved in a study conducted by Hammond & Moore by providing professional development sessions and following up with these coaching practices:

- Demonstrations of the practices introduced in the professional development
- Regular observations of teachers
- Constructive written and verbal feedback

(Hammond & Moore, 2018)

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How Students Learn

Students learn through **scaffolded instruction**, which is:

The intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.

(Florida Practice Profile)

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Scaffolding

Scaffolding increases student learning of new content and skills and builds self-sufficiency in their application.

(Biancarosa & Snow, 2006)

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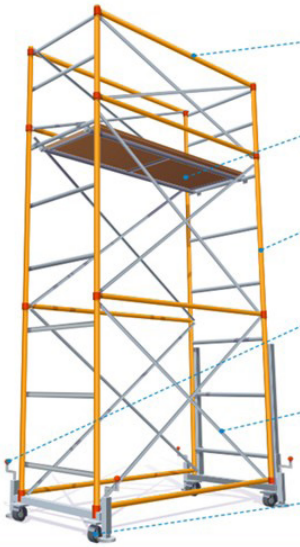
Scaffolding

Temporary devices and procedures used by teachers to support students as they learn strategies



Guard rails keep you from falling off the scaffolding. **Active engagement strategies** keep students on task.

The platform allows for stable footing to do the required work. **Evidence-based instruction** provides a stable foundation upon which learning is built.

The guard rail posts provide support to the whole structure. **Procedures** support scaffolding by ensuring student engagement in the design lessons.

Locking pins keep the scaffolding in place. **Corrective feedback** that is specific, timely, and ongoing and keeps students on the right track.

The cross brace keeps the scaffolding base sturdy. **Planning** ensures organization and keeps both the lesson and scaffolding focused.

Casters allow the scaffolding to move where needed. **Assessment** allows teachers to personalize learning for individual students and differing abilities.

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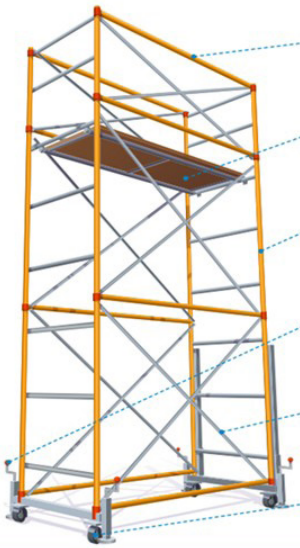
Scaffolding

Temporary devices and procedures used by teachers to support students as they learn strategies



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Collaborate and Practice

Scaffolded Instruction

Read **Handout 3: Instructional Scaffolding to Improve Learning**.
Discuss at your tables:

- What are the benefits of scaffolding student learning?
- What might be some pitfalls?
- What types of scaffolding have you used or seen teachers use in classrooms?

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Handout 3 on next page

Handout 3: Instructional Scaffolding to Improve Learning

Archer & Hughes, 2011

Similar to the scaffolding used in construction to support workers as they work on a specific task, instructional scaffolds are temporary support structures faculty put in place to assist students in accomplishing new tasks and concepts they could not typically achieve on their own. Once students are able to complete or master the task, the scaffolding is gradually removed or fades away—the responsibility of learning shifts from the instructor to the student.

Why use Instructional Scaffolding?

One of the main benefits of scaffolded instruction is that it provides for a supportive learning environment. In a scaffolded learning environment, students are free to ask questions, provide feedback, and support their peers in learning new material. When you incorporate scaffolding in the classroom, you become more of a mentor and facilitator of knowledge rather than the dominant content expert. This teaching style provides the incentive for students to take a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. Through this interaction, students are able to take ownership of the learning event.

The need to implement a scaffold will occur when you realize a student is not progressing on some aspect of a task or unable to understand a particular concept. Although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class. The points below are excerpted from Ellis and Larkin (1998), as cited in Larkin (2005), and provide a simple structure of scaffolded instruction.

First, the instructor does it

In other words, the instructor models how to perform a new or difficult task, such as how to use a graphic organizer. For example, the instructor may project or hand out a partially completed graphic organizer and ask students to "think aloud" as he or she describes how the graphic organizer illustrates the relationships among the information contained on it.

Second, the class does it

The instructor and students then work together to perform the task. For example, the students may suggest information to be added to the graphic organizer. As the instructor writes the suggestions on the white board, students fill in their own copies of the organizer.

Third, the group does it

At this point, students work with a partner or a small cooperative group to complete the graphic organizer (i.e., either a partially completed or a blank one). More complex content might require a number of scaffolds given at different times to help students master the content.

Fourth, the individual does it

This is the independent practice stage where individual students can demonstrate their task mastery (e.g., successfully completing a graphic organizer to demonstrate appropriate relationships among information) and receive the necessary practice to help them to perform the task automatically and quickly.

Types of Scaffolds

Alibali (2006) suggests that as students progress through a task, faculty can use a variety of scaffolds to accommodate students' different levels of knowledge. More complex content might require a number of scaffolds given at different times to help students master the content. Here are some common scaffolds and ways they could be used in an instructional setting.

- Advance Organizers - Tools used to introduce new content and tasks to help students learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.

- Cue Cards - Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.

- Concept and Mind Maps - Maps that show relationships: Partial maps for students to complete ; students create their own maps based on their current knowledge of the task or concept.

- Examples - Samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.

- Explanations - More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.

- Handouts - Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking.

- Hints - Suggestions and clues to move students along: "place your foot in front of the other," "use the escape key," "find the subject of the verb," "add the water first and then the acid."

- Prompts - A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge.

    - Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping.

    - Verbal: Words, statements and questions such as "Go," "Stop," "It's right there," "Tell me now," "What toolbar menu item would you press to insert an image?", "Tell me why the character acted that way."

- Question Cards - Prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.

- Question Stems - Incomplete sentences which students complete: Encourages deep thinking by using higher order "What if" questions.

- Stories - Stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners.

- Visual Scaffolds - Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.

Preparing to Use Scaffolding

As with any teaching technique, scaffolds should complement instructional objectives. While we expect all of our students to grasp course content, each of them will not have the necessary knowledge or capability to initially perform as we have intended. Scaffolds can be used to support students when they begin to work on objectives that are more complex or difficult to complete. For example, the instructional objective may be for students to complete a major paper. Instead of assuming all students know how to begin the process, break the task into smaller, more manageable parts.

1. First, the instructor provides an outline of the components of the paper
2. Then students would prepare their outline
3. The instructor then provides a rubric of how each paper criteria will be assessed
4. Students would then work on those criteria and at the same time and self-evaluate their progress
5. The pattern would continue until the task is completed
   (although scaffolds might not be necessary in all parts of the task)

Knowing your subject well will also help you identify the need for scaffolding. Plan to use scaffolds on topics that former students had difficulty with or with material that is especially difficult or abstract. Hogan and Pressley (1997) suggest that you practice scaffolding topics and strategies they know well. In other words, begin by providing scaffolded instruction in small steps with content you are most comfortable teaching.

Guidelines for Implementing Scaffolding

The following points can be used as guidelines when implementing instructional scaffolding (adapted from Hogan and Pressley, 1997).

- Select suitable tasks that match curriculum goals, course learning objectives and students' needs.
- Allow students to help create instructional goals (this can increase students' motivation and their commitment to learning).
- Consider students' backgrounds and prior knowledge to assess their progress: material that is too easy will quickly bore students and reduce motivation. On the other hand, material that is too difficult can turn off students' interest levels.
- Use a variety of supports as students progress through a task (e.g., prompts, questions, hints, stories, models, visual scaffolding "including pointing, representational gestures, diagrams, and other methods of highlighting visual information" [Alibali, M, 2006]).
- Provide encouragement and praise as well as ask questions and have students explain their progress to help them stay focused on the goal.
- Monitor student progress through feedback (in addition to instructor feedback, have students summarize what they have accomplished so they are aware of their progress and what they have yet to complete).
- Create a welcoming, safe, and supportive learning environment that encourages students to take risks and try alternatives (everyone should feel comfortable expressing their thoughts without fear of negative responses).
- Help students become less dependent on instructional supports as they work on tasks and encourage them to practice the task in different contexts.

Benefits of Instructional Scaffolding

- Challenges students through deep learning and discovery
- Engages students in meaningful and dynamic discussions in small and large classes
- Motivates learners to become better students (learning how to learn)
- Increases the likelihood for students to meet instructional objectives
- Provides individualized instruction (especially in smaller classrooms)
- Affords the opportunity for peer-teaching and learning
- Scaffolds can be "recycled" for other learning situations
- Provides a welcoming and caring learning environment

Challenges of Instructional Scaffolding

- Planning for and implementing scaffolds is time consuming and demanding.
- Selecting appropriate scaffolds that match the diverse learning and communication styles of students.
- Knowing when to remove the scaffold so the student does not rely on the support.
- Not knowing the students well enough (their cognitive and affective abilities) to provide appropriate scaffolds.

Summary

Instructional scaffolds promote learning through dialogue, feedback and shared responsibility. Through the supportive and challenging learning experiences gained from carefully planned scaffolded learning, instructors can help students become lifelong, independent learners.

References

Alibali, M (2006). Does visual scaffolding facilitate students' mathematics learning? Evidence from early algebra. https://ies.ed.gov/funding/grantsearch/details. asp?ID=54

Hogan, K., and Pressley, M. (1997). Scaffolding student learning: Instructional approaches and issues. Cambridge, MA: Brookline Books.

Larkin, M. (2002). Using scaffolded instruction to optimize learning. https://www.vtaide. com/png/ERIC/Scaffolding.htm

Selected Resources

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H. Jonassen (Ed.), Handbook of Research on Educational Communications and Technology (2nd ed.), (p. 815). Mahwah, NJ: Lawrence Erlbaum Associates.

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End of Handout 3

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Scaffolding Student Learning During Instruction

As we view **Video 2: Word-Building** again, identify the scaffolding that you see from Handout 3: Instructional Scaffolding to Improve Learning, as well as others you have used to support students.

Video retrieved from https://www.youtube.com/watch?v=4Tm2U2zOQ_M on 1/04/24.

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Learn and Confirm

How Students Learn

Students learn through **differentiated instruction** which is:

Adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.

(Florida Practice Profile)

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Differentiated Instruction

"While **differentiated literacy instruction** is one way that educators respond to academic diversity, it is not one strategy or practice – it is a diverse collection of educational practices and programs that provide students with multiple ways to learn and construct meaning."

(Puzio, Colby, & Algeo-Nichols, p. 460)

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Collaborate and Practice

Let's Talk…

You just viewed a teacher delivering a small-group lesson in word building. Discuss the following in your small groups:

- How could you adapt this lesson, differentiating your instruction, to provide more or less scaffolding for this activity for subsequent groups that require different levels of support?

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Learn and Confirm

Active Participation

Active participation is a result of a deliberate and conscious attempt on the part of a teacher to cause **students to participate overtly in a lesson**.

(Pratton & Hales, 1986, p. 211)

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Active Participation

"Active participation forces the teacher and student in the learning process to spend proportionally more time and activity doing something that requires thinking, responding, and verifying what the learner does or does not know. Therefore, immediate adjustments can be made by the teacher for the student's benefit."

(Pratton & Hales, 1986, p. 211)

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Collaborate and Practice

Active Participation

As we view **Video 3: Inferential Language, Read Aloud, & Discussion**, jot down what the teacher does to cause students to overtly participate in the lesson.

Video retrieved from https://www.youtube.com/watch?v=JshNkNrblkA on 01/04/24.

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Learn and Confirm

How Students Learn

Students learn when they are provided with **corrective feedback,** which is:

Clearly communicated, timely, and developmentally appropriate information that is aligned to learning goals or objectives that specifically addresses the learners' errors or misconceptions.

(Florida Practice Profile)

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Corrective Feedback

"Its (corrective feedback) effect is very large, which suggests that students highly benefit from feedback when it helps them not only to understand what mistakes they made, but also why they made these mistakes, and what they can do to avoid them next time."

(Wisniewski, Zierer, & Hattie, 2020, p. 12))

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Corrective Feedback

Activity

- Peruse **Handout 4: ELA Writing Rubric.**
- Read **Handout 5: 10th Grade Paper**, which is a student response to the prompt: *Scheduling Leisure Time*
- As a group, develop three statements that reflect the feedback you would provide this student based on the requirements of the rubric.

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Handouts 4 and 5 on next pages

Grades 7-10 Argumentation Rubric Responses are scored holistically by domain and earn scores by demonstrating most of the descriptors in a given score point.*			
Score Point	**Purpose/Structure**	**Development**	**Language**
4 **Above grade-level** accomplishment demonstrated.	• Position** is focused on the task and consistently maintained throughout. • Organizational structure strengthens the response and allows for the advancement of the argument. • Purposeful transitional strategies connect ideas within and among paragraphs, creating cohesion. • Effective introduction and conclusion enhance the essay.	• Skillful development demonstrates thorough understanding of the topic. • Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to enhance the argument. • Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument. • Grade-level expectations for counterclaim(s) are fully addressed. • Evidence is appropriately cited.	• Integration of academic vocabulary strengthens and furthers ideas. • Skillful use of varied sentence structure contributes to fluidity of ideas. • Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. • Tone and/or voice strengthens the overall argument.
3 **Within the range of grade-level** performance.	• Position** is focused on the task and generally maintained throughout. • Organizational structure is logical and allows for the advancement of the argument. • Purposeful transitional strategies connect ideas within and among paragraphs. • Sufficient introduction and conclusion contribute to a sense of completeness.	• Logical development demonstrates understanding of the topic. • Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to support the argument. • Relevant, integrated evidence from multiple sources lends credibility to the argument. • Grade-level expectations for counterclaim(s) are sufficiently addressed. • Evidence is appropriately cited.	• Integration of academic vocabulary demonstrates clear expression of ideas. • Sentence structure is varied and demonstrates grade-appropriate language facility. • Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. • Tone and/or voice is appropriate for the overall argument.

Score Point	Purpose/Structure	Development	Language
2 **Approaching the range of grade-level** performance.	• Position** may be unclear, loosely related, or insufficiently sustained within the task. Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas. • Transitions attempt to connect ideas but may lack purpose and/or variety. • Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.	• Development may demonstrate partial or incomplete understanding of the topic. Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective. Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the argument. • Grade-level expectations for counterclaim(s) are insufficiently addressed. • Lacks appropriate citations.	• Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas. Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility. • Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling; may contain multiple distracting errors, demonstrating partial command of standard English conventions. • Tone and/or voice may be inconsistent. May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.
1 **Below grade-level performance** demonstrated.	• Position** may be absent, ambiguous, or confusing, demonstrating lack of awareness of task. Demonstrates little or no discernible organizational structure. • Transitions may be absent or confusing. • Introduction and conclusion may be unrelated to the response and/or create confusion. • Too brief to demonstrate knowledge of purpose, structure, or task.	• Response may demonstrate lack of understanding of the topic and/or lack of development. • Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques. • Evidence from the sources may be absent, vague, and/or confusing. • Counterclaim(s) are absent or confusing. • Lacks appropriate citations. • Too brief to demonstrate knowledge of elaboration, topic, or sources.	• Vocabulary and word choice may be vague, unclear, or confusing. • Sentence structure may be simplistic or confusing. • Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning. • Tone and/or voice may be inappropriate. Brevity with errors demonstrates lack of command of language skills.

*Citation is not a holistic consideration. Without citation, the highest score possible in Development is 2.

**Claim in Grade 7 benchmarks

End of Handout 4

Handout 5: 10th Grade Paper

Sample 8 (S-8) Student Response Score Point 2/2/2

Leisure time shouldn't be scheduled in my opinion. It seems like if you are always scheduling your free time it taks away the fun and joy out of your day.

You should enjoy your free time while you have it because you never know what tommorow may bring. I say that to say Source 2 clearly states "Your social calendar might be sucking the joy out of activitis that are supposed to be fun or relaxing." According to an upcoming professor who studies time management. This is basically saying when there is a relaxing moment in your day take advantage of it instead of trying to prepare for the next 2 days. In conclusion, take advantage of time you have to yourself because 10 years from then you may be depressed and you may ask yourself why am i like this, then your going to be like ohhhh its because i scheduled my whole life and never relaxed or did anything fun with myself.

Erase your "to-do list" and get spontaneous. In the source "Want to be more happier? Stop scheduling your free time", its quotes "we tend to mentally lump all our schedued activities in the same bucket and that makes the pleasurable activities more of a chore rather than an activity. When we are constantly doing this over and over and over again it now becomes apart of our to-do list which makes it less entertaining but more of a job we have to complete. To sum it all up, dont make your activities that are supposed to be pleasurable such a job.

Live a little.

How the greeks would describe "true leisure" time is not neccesarily how all Americans would describe it. "What do North Americans tend to do with their free time?" says, "if you are distracted and not paying attention to where you are , youre not fully in the moment. And being fully present is how the Greeks would have described true leisure." Some may say this quote is true to them but to most Americans getting even an hour of free time would be good only because when your board you tend to do anything such as going outside, going to the mall, or even riding a bike with friends things of that nature . In conclusion, use your time to get a breath of fresh air and not being on your phone or panning the next 2 years out. All in all, dont plan just get spontaneous with your planning. If your going to plan just plan where is somewhere fun you and your family can go on yall next trip.

2 – Purpose/Structure

- The position is provided in the introduction *(Leisure time shouldn't be scheduled in my opinion)* and somewhat sustained within the task.
- The organizational structure provides for some grouping of information (1-enjoy free time while possible, 2-being spontaneous makes activities pleasurable, and 3-achieving true leisure) but is inconsistent and disrupts the advancement of ideas.
- Transitions lack variety and purpose *(I say that to say; In conclusion; When; To sum it all up)*.
- The introduction is simplistic, and the conclusion is ineffective.

2 – Development

- Development demonstrates an incomplete understanding of the topic with minimal evidence and examples.
- Elaboration ineffectively attempts to develop support *(dont make your activities that are supposed to be pleasurable such a job. Live a little)*.
- Evidence is partially integrated from multiple sources and somewhat supportive of the argument *(we tend to mentally lump all our schedued activities in the same bucket)*.
- A counterclaim is insufficiently addressed and somewhat unclear *(How the greeks would describe "true leisure" time is not neccesarily how all Americans would describe it)*.
- Evidence is appropriately cited *(Source 2)*, but this alone does not elevate the Development domain beyond a score of 2.

2 – Language

- Vocabulary and word choice are basic *(take advantage; breath of fresh air)*, demonstrating a partial command of expression of ideas.
- Sentence structure is partially controlled *(If your going to plan just plan where is somewhere fun you and your family can go on yall next trip)*.
- Various errors in grammar *(your; its; apart)*, punctuation (missing commas and apostrophes), and sentence formation *(According to an upcoming professor who studies time management)* demonstrate a partial command of standard English conventions.
- Tone and voice are inconsistently appropriate for an academic audience.

End of Handout 5

ExcelinEd

FCRR FLORIDA CENTER for READING RESEARCH

Reflect, Plan, and Implement

Post-Session Reflection, Planning, and Implementation

READ **Handout 6: Teachers Taking up Explicit Instruction: The Impact of a Professional Development and Directive Instructional Coaching Model** and note any questions about the article.

DO Complete **Self-Study 1: Reflections on Session 4**. Note any questions about the content or format of Session 4.

WATCH Video 4: Active Participation Part 1 – Dr. Anita Archer and complete **Self-Study 2: Video Viewing Guide for Active Participation Part 1.**

Video retrieved from https://www.youtube.com/watch?v=yXLoOb10W2g on 1/04/24.

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Handouts 6 on next page

Handout 6: Teachers Taking up Explicit Instruction: The Impact of a Professional Development and Directive Instructional Coaching Model

Lorraine S. Hammond & Wendy M. Moore

Abstract: In this study we measured the impact of a professional development model that included directive coaching on the instructional practices of Western Australian primary school teachers taking up explicit instruction. We developed and validated protocols that enabled us to measure teachers' fidelity to the salient elements of explicit instruction and interviewed participants about the impact of the coaching program on student learning, their feelings of self-efficacy and attitudes to being coached. Numerical scores to indicate teachers' demonstration of explicit instruction lesson design and delivery components changed positively over the five observed lessons and directive coaching had a positive impact on teachers' competence and confidence. The elements of the coaching process that the teachers found valuable were the coach's positive tone, the detailed written feedback, and the specificity, directness and limited number of the suggestions. Implications for schools with reform-based agendas wanting to change teachers' instructional practices through instructional coaching are discussed.

Introduction

In Australia, there is growing interest in teacher-directed approaches that present new learning material to students in an explicit, direct and highly scaffolded manner. Despite evidence of their efficacy (Hughes, Morris, Therrien, & Benson, 2017; Kirschner, Stockard, Wood, Coughlin, & Khoury, 2018), these teacher-directed instructional approaches remain neither "politically or romantically correct" (Rosenshine, 1997, p. 1) amongst some educators. In contrast, enthusiasm for teacher-directed approaches has come from Australian politicians, policymakers and researchers and has been widely reported in the media (for example, Bita, 2015; Ferrari, 2014; Hiatt, 2014; MacTiernan, 2014) as a tool to address the declining performance of Australian students in international testing (Thomson, De Bortoli, & Buckley, 2013). Buckingham (2016) attributed Australia's performance in PISA to the privileging of inquiry-based approaches and argued this needs to be revised in the light of evidence showing the greater effectiveness of teacher- directed, explicit instruction.

Particular teacher-directed instructional models, as opposed to isolated teacher behaviours such as giving clear and unambiguous instructions, include 'Explicit Instruction' (Archer & Hughes, 2011), 'Explicit Direct Instruction' (Hollingsworth & Ybarra, 2018), 'direct instruction' (Rosenshine, 1986; 2012) and 'I do, We do, You do' (Wheldall, Stephenson & Carter, 2014). Each have distinct characteristics but share a focus on 'fully guided practice' (Kirschner, Sweller & Clark, 2006) and fit under the umbrella term of explicit instruction.

Unlike Direct Instruction[1], which consists of a suite of commercially available teaching resources that developed from the pioneering work of Siegfried Engelmann in the 1960's

(Engelmann, 1967, 2007), explicit instruction is not scripted. Instead, teachers must determine what new knowledge, strategy or rule they will teach and how this will be communicated to students in a fast-paced manner that provides guided practice and regular formative feedback. Although many of the instructional principles are similar to Direct Instruction, in explicit instruction the emphasis is on teaching behaviours that maximise student achievement (Rosenshine, 2012), rather than curriculum design. Hattie draws the distinction:

1 Direct Instruction programs such as Reading Mastery (Engelmann & Bruner, 1983) are fully scripted and referred to by the uppercase DI. Explicit instruction and direct instruction refer to salient strategies from the same teacherdirected instructional model as DI but are unscripted and can be adapted to whole-class instruction. See http://www.nifdi.org/what-is-di/di-vs-di

The teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modelling, evaluates if they understand what they have been told by checking for understanding, and retelling them what they have been told by tying it together with closure (2009, p. 206).

In two recent Australian reports, the New South Wales Department of Education and Communities' Centre for Education Statistics and Evaluation highlighted "explicit teaching techniques" as one of three critical attributes of excellent teachers (2012, p. 5) and the second of seven evidence-based practices that yield higher student performance. "Explicit teaching practices involve teachers showing students what to do and how to do it, rather than having students discover or construct information for themselves" (NSWDEC, 2015, p. 8). A case study report on the school operations and pedagogical practices in place in nine high performing primary schools in Western Australia (as measured by national testing – National Assessment Program Literacy and Numeracy [NAPLAN]) identified "reading programs based on explicit teaching of synthetic phonics in the early years" as one of three common features (Louden, 2015, p. 3).

Further, in 2014, the Australian Federal Government funded a three year 22 million dollar 'Flexible literacy for remote primary schools programme' using two teacher-directed instructional approaches: Direct Instruction and Explicit Direct Instruction (DET, 2014). An evaluation of the programme reported that the instructional pedagogy had a positive impact on children's literacy outcomes (Dawson, McLaren, & Koelle, 2017, p. 117) and government funding was extended. Recent international commentary on explicit teaching is equally favourable (Coe, Aloisi, Higgins, & Major, 2014; Deans for Impact, 2015).

Constructivism has been the "prevailing orthodoxy" (Donnelly & Wiltshire, 2014, p. 10) in teacher education and curriculum design in Australia since the late 1970s (Boys, 2008; de Lemos, 2002; van Kraayenoord & Paris, 1994). Yet, despite teachers having many years to finesse child-centred practices, there has been a groundswell of interest in contrasting approaches, with many Western Australian schools seeking access to professional learning about teacher-directed instruction and in-class coaching for staff (Louden, 2015).

High quality professional learning is a key component in reform-based agendas in education. De Jager, Reezigt, and Creemers (2002) argue that teachers cannot be expected to implement instructional practices, like explicit instruction that require significant changes in teacher behaviour, without in-service training. However, the impact of professional learning to change teaching practice has, at best, a "mixed history" (Guskey, 2014, p. 10; Guskey & Yoon, 2009; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Knight (2009) surmised that the best translation of professional learning into classroom practice that could be hoped for following "a one-shot workshop, was 15 percent" (p. 22).

It is widely recognised that few educational innovations realise their full impact without a coaching component (Bush, 1984; Costa & Garmston, 1994, Elder & Padover, 2011; Joyce & Showers, 1996, 2002; Veenman & Denessen, 2010; Truesdale, 2009; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). This limitation has drawn attention to the value of onsite classroom support. While there is no agreed definition of coaching and little research on its efficacy (Bloom, Castagna, Moir, & Warren, 2005, Denton & Hasbrouck, 2009; Neufeld & Roper, 2003; Neumerksi, 2013; Woulfin, 2014), there is no questioning the popularity of this teacher development strategy (Desimone & Pak, 2016). Studies confirming the critical role played by coaching to increase the likelihood that teachers transfer newly learned skills to the classroom have fueled interest in this practice (Bush, 1984; Cornett & Knight, 2009; Joyce & Showers, 1982).

Prompted by the interest in explicit instruction and the reported positive influence this pedagogy has on student outcomes (Archer & Hughes, 2011; Hattie, 2009; Hughes, Morris, Therrien, & Benson, 2017; Rosenshine, 2012) we wanted to investigate the impact of a professional development model that included a particular coaching approach on the practices and knowledge of teachers learning the explicit instruction teaching model. Put simply, we questioned whether in addition to providing professional learning, directive instructional coaching would change teachers' classroom practices and investigated how they would feel about participating in this process. The study reported here is the first research of its kind and we asked the following questions.

Research Questions

1. What impact will coaching have on the practices and knowledge of teachers learning an explicit instruction model?

    a) What changes in feedback and lesson implementation scores will be observed over the course of the five-session coaching program for individual teachers?

    b) How will teachers perceive the impact of the coaching program on their pedagogy?

    c) How will teachers perceive the impact of the coaching program on their students' learning?

2. How will teachers feel about their participation in the process and will this change as the coaching program progresses?

3. What perceived benefits and drawbacks of the coaching process will teachers describe?

Selecting a Model of Explicit Instruction

Interpretation of the term 'explicit instruction' is very much in the eye of the beholder. To some, who emphasise 'explicit' as an adjective, the term pertains to a variety of practices that can include clear teacher explanations, delivering instructions, breaking learning into small, discrete and carefully taught steps (Westwood, 1995) or leaving nothing to chance so that children do not have to "ferret out" what they are supposed to be learning "on their own" (Rose, 2006, p. 19). Not surprisingly, there are wide variations in teachers' implementation of instructional practices that they consider to be 'explicit.'

In contrast, those who follow contemporary models such as Explicit Direct Instruction (Hollingsworth & Ybarra, 2018) and *Explicit Instruction* (Archer & Hughes, 2011), accept 'explicit instruction' as a construct that comprises of a particular set of instructional steps and cognitive strategies that collectively encompass more than just the need for teacher clarity. Rooted in the early work of Rosenshine (1971, 1986) and validated further by recent findings on human cognitive architecture (Kirschner, Sweller, & Clark 2006; Rosenshine 2012; Sweller, 2012) the authors of *Explicit Direct* Instruction emphasise the need to reduce working memory load and enable the transfer of information to long- term memory so it can be accessed automatically. Hollingsworth and Ybarra (2018) stipulate eight lesson design components (Concept Development, Guided Practice and Independent Practice, for example) and strategies to achieve this, including Checking for Understanding to "continually verify that students are learning what they are being taught" (p. 13).

When Archer and Hughes (2011, p. 1) acknowledge that explicit instruction is an "unambiguous and direct approach that includes both instructional design and delivery procedures" they also echo Rosenshine's (2012) 17 principles of effective instruction. Their 16 elements of explicit instruction include "(5) begin lesson with a clear statement of the lesson's goals and your expectations, (7) provide step-by-step demonstrations" and "(13) provide immediate affirmative and corrective feedback" (2009, pp. 2-3). Unlike Hollingsworth and Ybarra (2018), who draw particular attention to checking for understanding rather than repetition, Archer and Hughes (2011) stress the value of "briskly paced" lessons that require frequent student responses (2011, pp. 2-3). The significance of fast paced instruction is described in Engelmann and Carnine's (1985) *Theory of Instruction* on which Direct Instruction programs are based. The frequency of student responses and pace of instruction are both elements that secure the active engagement of all students throughout the lesson.

Issues of nomenclature have impacted on studies measuring the efficacy of explicit instruction (Hughes, Morris, Therrien, & Benson, 2017). In their review of Engelmann's Direct Instruction (2007), Liem and Martin (2013) investigated both the specific teaching program and the "specific explicit instructional practices underpinning the program (e.g. guided practice, worked examples)" that are elements of explicit instruction. Liem and Martin reported that both scripted and non-scripted

teacher-directed methods are effective in maximising student achievement (2013, p. 368). Wheldall, Stephenson and Carter (2014) concur that over 40 years of research has demonstrated the efficacy of explicit/direct instruction methods including the specific DI programs. This finding is consistent with Hattie's (2009) meta-analysis of 304 studies on direct instruction (non- scripted, explicit instruction) that reported an effect size of 0.59. Elements of explicit instruction report high effect sizes, for example, Feedback (d = 0.73) and Teacher Clarity (d = 0.75).

In the context of this study, teachers were coached to employ a combination of instructional strategies drawn from the work of Archer and Hughes (2011), Engelmann and Carnine (1982), Hollingsworth and Ybarra (2018) and Rosenshine (2012). These strategies were: daily review of previously learned material, clear statement of goals and expectations, fast pace with high rates of student engagement, fully guided practice with regular checking for understanding, step by step instructions drawn from task analysis, and adherence to a three step lesson structure: I do, we do, you do.

Review of Coaching Studies

Cornett and Knight (2009) note the dearth of rigorous research on the impact of coaching on those being coached and the students they teach. They attribute this deficiency to the variability of methods, the context in which coaching occurs and interpretations of the term 'coaching.' However, when teachers are supported to implement particular evidence-based practices by coaching methods that include multiple observations, feedback and modelling, and when research designs include formal observations of teachers' performance, the positive effects of coaching are apparent (Desimone & Pak, 2016; Kretlow & Bartholomew, 2010). While the research on the efficacy of coaching on the take-up of explicit instruction approaches is limited, the studies that have attempted to map this process are useful to review.

Morgan, Menlove, Salzberg, and Hudson (1994) documented the effects of peer coaching on the ability of low performing pre-service teachers to correctly implement *Reading Mastery* (Engelmann & Bruner, 1983), a scripted commercial Direct Instruction program. Rather than observe teaching in situ, lessons were videotaped and viewed later by both the peer coach (another pre-service teachers with demonstrated capacity to implement *Reading Mastery*) and the pre-service teacher. This study is highly relevant because despite following a script, many of the instructional strategies that the pre-service teachers were able to demonstrate after a period of coaching are common to explicit instruction and included: effective use of hand, gesture or auditory signals; unison oral responding; correction techniques; provision of specific praise statements; and, a high rate of student responses, also known as pacing. Given a series of target behaviours to demonstrate, the authors reported that co-viewing of videoed lessons, modelling by the peer coach and opportunities for practice contributed significantly to changes in the pre- service teachers' alignment with the Direct Instruction model.

Kohler, McCullough Crilley, Shearer, and Good (1997) used multiple base-line single case design to analyse the effectiveness of three experimental conditions on teacher and student outcomes: baseline (alone), coaching phase (with expert peer coach) and maintenance phase (alone). During a day-long professional learning session the four participants learned about six elements of direct instruction described by Rosenshine (1983), which is an earlier iteration of elements in the instructional model we introduced in the present study (for example, guided student practice, continual feedback and independent practice). Kohler and colleagues developed a checklist to assess teachers' organisation and conduct of the direct instruction strategies that contains many of the same criteria we used in our study. While we allocated a numerical score for observed criteria, the authors tallied the number of instances they witnessed of a particular behaviour. In addition to observing teachers and providing verbal and written feedback between 21 and 24 times, Kohler et al. (1997) set aside time for seven formal coaching sessions for pairs of teachers that were facilitated by the expert coach that took up to 45 minutes. Kohler et al. report greater evidence of direct instruction strategies during the coaching phase but minimal take up of strategies not discussed with the coach.

De Jager, Reezigt, and Creemers (2002) also used direct instruction strategies to examine the effects of in-service training and coaching on teaching reading comprehension. The authors provided five three hour training sessions (15 hours) of professional learning on five of the six elements of direct instruction outlined by Kohler et al. (1997) and three individual coaching sessions with an expert at three monthly intervals.

De Jager et al. (2002) reported significant differences between the control group and the five teachers who took up direct instruction strategies on the elements daily review, presentation of new content and guided practice, but conclude that the teachers did not succeed in implementing all aspects of the instructional model. The authors draw particular attention to three factors as barriers to implementation: the lack of intensity of the coaching provided, the length of the training, and the requirement that teachers only employ these strategies during the 16 scheduled reading comprehension lessons.

In a study on the effects of professional learning plus coaching on early years' teachers accurate delivery of a group instruction in mathematics, Kretlow, Wood, and Cooke (2011) trained three teachers to use a combination of direct instruction strategies for whole class instruction. The authors chose three salient components of the Direct Instruction model: model-lead-test (also known as 'I do, We do, You do') to denote the structure of the lesson when introducing new concepts, systematic error correction and unison oral responding. Significantly, the teachers had experience delivering scripted Direct Instruction programs, such as *Reading Mastery* (Engelmann & Bruner, 1995). While all teachers improved their delivery of instruction after the in-service and subsequent coaching, the teachers experienced difficulties with understanding the Direct Instruction model, generalising the instructional sequence model-lead-test to mathematics and making instructional decisions. The authors' conclusion, that "[t]he teachers may have perceived these not as specific, effective and transferable strategies but simply as part of a scripted program they used for reading" (Kretlow, Wood, & Cooke, 2011, p. 241), adds weight to the argument that explicit instruction is a complex approach to understand and finesse in the classroom.

What Models of Coaching are Currently Being Used in Schools?

Coaching falls along a broad spectrum, from non-directive/collegial coaching that is responsive to teacher self-reflection and allows students' needs to guide the coaching process, to directive/expert coaching that is focused on assertively implementing particular practices (Ippolito, 2010). The most common model in Australia is the coach who works 'side-by-side' as a 'peer-coach', 'change agent' or 'thinking partner' to have 'structured conversations' that support teachers to be reflective and achieve their particular goals (Killion, 2009; Harrison & Killion, 2006; Reiss, 2003; van Nieuwerburgh & Passmore, 2012). The role of the GROWTH coach (Goals, Reality, Options, Will, Tactics and Habits) (http://www.growthcoaching.com.au) is underpinned by enablement; as van Nieuwerburgh (2013, p. 5) advises, "the skills needed to be a coach, you possess already: the ability to listen to others, to ask questions and to summarise".

The focus for non-directive/collegial coaches is on the process of effecting change. While this coaching procedure can adapt to any reform agenda, the supposition is that the individual being coached has the will, knowledge and the skills to change. Cavanagh (2006) regards 'client-centric approaches' such as GROWTH coaching, which assume that the solution is within the individual, as highly optimistic. Cavanagh notes that "[s] ometimes no matter how long we ask the solution does not emerge, because it is not in the client, nor are the raw materials available for it to emerge via the processing of questioning" (p. 337).

Instructional coaching is a new approach to professional development that many schools have embraced as a way to alter specific teacher behaviours and improve classroom instruction (Killion & Harrison, 2006; Knight, 2007). Instructional coaching evolved from the early work of Joyce and Showers in the evaluation of staff development (Showers, 1985; Showers & Joyce, 1996). A distinguishing feature of instructional coaches is that these experienced teachers have strong pedagogical knowledge and content expertise in the area they coach (Kowal & Steiner & 2007; Feger, Woleck, & Hickman, 2004). Instructional coaches work with teachers to help improve their practice by modelling instructional strategies, observing lessons in the teacher's classroom, co-teaching, co- planning lessons and providing feedback (Borman, Feger, & Kawami, 2006).

While instructional coaches are often used to support particular instructional initiatives, these coaches are not supervisors. Instead, Knight (2009) argues these non-directive coaches "partner with teachers to help them incorporate research-based instructional practices into their teaching" (p. 18). When discussing pedagogy, it is the role of the coach to offer choices and ensure teachers' individual needs are being addressed. Knight (2009) advises that coaches should talk less than teachers

and reach collaborative agreements, not persuade teachers to agree with them by imposing their ideas. The partnership approach between teacher and instructional coach is central to develop trust, authentic dialogue and respect for 'choice and voice' (Knight, 2009; Knight, 2016; Showers, 1985).

An advocate for instructional coaching, Knight advises that teachers cannot be expected to learn without opportunities to "watch model demonstration lessons, experience job- embedded support and receive high-quality feedback" (2009b, p. 509). Knight's (2007, 2009) model of instructional coaching is predicated on coaches as 'equals' rather than experts, who do not work with all teachers on staff, but rather those that choose to participate.

Hamre, LoCasale-Crouch, and Pianta (2008) highlight the critical role of formative feedback as an effective way of paving the way for change in teachers' practice, knowledge and understandings:

> *...the use of observational formative assessments of classrooms to provide teachers with individualised, on-going, and collaborative feedback targeted explicitly on practices that we know make a difference to children's development (p. 103).*

In their review of the literature on instructional coaching, Borman, Feger, and Kawami (2006) noted that teachers generally resisted coaching when they felt threatened by the coach's presence in their classroom. This was particularly noted by experienced teachers who suspected their performance was being evaluated under the pretense of coaching. Jones and Rainville (2014) sympathise with teachers who perceive coaching as "surveillance and punishment" (p. 272) and are reticent to take part. For Ertmer et al. (2003) a significant factor for teachers is the coach's interpersonal skills or 'bed-side' manner that enables them to empathise, listen and build trusting relationships (Knight, 2009b). There is limited research on how teachers perceive instructional coaches who work in a directive, as opposed to reflective relationship with staff, so this question, along with questions about the efficacy of the coaching, was of particular interest to us.

To begin this investigation we conceptualized a directive coaching model that is different to other approaches and supports teachers to take up explicit instruction.

The Case Study Coaching Model: Hammond Coaching Model

Gallucci, Van Lare, Yoon and Boatright (2010, p. 922) describe the 'delicate' role of the instructional coach who juggles coaching with agendas of whole-school improvement. In the school where this case study is set, a decision had been made by the school leadership team to implement explicit instruction. Thus, the relationship between the coach and staff at the school was primarily that of an expert outsider: neither performance manager, evaluator nor school administrator.

For the purposes of this study, and after negotiating the model with the school administration team, we conceptualized the role of the instructional coach as being the job of a specialist who has distinct expertise in the discrete field in which they coach and strong interpersonal skills. Mindful that coaching violates traditional norms of teachers' autonomy, privacy and equality (Hattie, 2009; Ippolito, 2010) and that those who seek to critique teachers' practices "walk on sacred ground" (Knight, 2009b, p. 511), the expert coach in this study (the first author) aimed to use her expertise in explicit instruction and her capacity to build relationships to exert influence (Taylor, 2008).

Despite awareness of the need for respect and tact, we deliberately chose not to shy away from a directive approach. The school administration had established a reform-based agenda and teachers accepted the need to implement explicit instruction strategies to address students' literacy and numeracy performance. We took the view that the level of challenge associated with taking up explicit instruction was sufficient to warrant structured support from an expert. Our role as practice-based researchers was to develop a model of coaching that would achieve this.

In line with Cavanagh's (2006) views, and the philosophy of clear communication and specific feedback embraced by the explicit instruction approach itself, we wanted to ensure that teachers could benefit from the expert knowledge the

external expert coach could provide. We did not assume that teachers had that knowledge or expertise 'inside them.' We took the perspective that it was beneficial to tell the participating teachers how they could improve and approached the coaching relationship with an expectation that they would attempt to implement the suggestions that the coaches provided.

In this study, we drew from two empirically supported coaching methods: 'side-by-side' or 'in-vivo' coaching (Blakely, 2001) and traditional 'supervisory follow-up coaching' (Gulamhussein; 2013; Joyce & Showers, 1996). For the majority of the sessions, the principal responsibility for coaching was taken by the first author, acting as an 'external expert' or specialist coach. Three members of the school staff, chosen from the administrative leadership, were also involved in in-class observations, recording observational data and discussing observed techniques with the specialist coach. For each coaching session, one of these additional coaches accompanied the expert coach, typically providing some confirmatory feedback to the teacher. The primary purpose of having an additional school-based coach involved was to provide modelling of the coaching process to these school administration staff.

During each observed lesson, the coaches independently monitored instructional practices and recorded data which rated the extent to which the teachers demonstrated elements of explicit instruction. While the researchers in the Kohler et al. (1997) study tallied the number of witnessed instances of a particular behaviour, the expert and admin coaches in this study allocated a numerical score for observed criteria.

The data was collected for three purposes: to quantify changes in teaching practice as teachers advanced toward mastery, to develop the observational skills of the administrator coaches, and to triangulate data. This data was used by the coaches to compare and refine their observations; it was not provided to teachers. In addition to these ratings, the coaches recorded and provided specific, positive evaluative feedback to the teacher, highlighting strengths and the impact of particular strategies, while also including suggestions for improvement (Kretlow & Bartholomew, 2010). This feedback was provided in the form of a detailed written grid detailing the recommended strategies, observations, and suggestions.

To a lesser extent, the expert coach intervened directly during lessons; either to give specific feedback to the teacher or to demonstrate with the students. Working alongside teachers at the 'point-of-need' has been shown to improve the rate and accuracy of teachers' take up of new teaching behaviours and can result in more sustained implementation than the supervisory follow-up method (Kretlow & Bartholomew, 2010). This kind of in-vivo coaching only occurred when requested by the teacher, or when the expert coach's offer to demonstrate was accepted by the teacher.

Kohler et al. (1997) reported that when initial professional learning is followed up with supervisory expert coaching, teaching accuracy improves. Each observation session was followed by a meeting between the expert coach and the teacher. The administrator coaches were also in attendance. During these coaching conversations, teachers were invited to reflect on the lesson they had delivered. The expert coach reviewed and elaborated on selected points of feedback from the written notes taken during the observation, ensuring that the focus was on the positive aspects of the teacher's performance, while also highlighting one or two specific areas that the teacher might choose to work on the next session. These suggestions always related directly to the instructional principles of explicit instruction outlined for the teachers. Thus, this approach differed from commonly used coaching methods in that it was highly focused, evaluative and directive. The tone was designed to be both warm and positive, but the feedback was deliberately both specific and clear.

Method

Two kinds of data were analysed to address the research questions in this study: observational checklists with numerical data about use of the instructional principles of explicit instruction and interview transcripts from participants before and after they undertook the intensive coaching phase of the project.

All staff (n = 40) from one metropolitan primary school in Western Australia attended a total of 10 hours of professional learning spread over four after-school professional learning sessions and a six hour day of professional learning provided

by the first author. This occurred prior to the formal coaching program that involved ten teachers. The professional learning included research about the efficacy of explicit instruction as well as an explanation of the stages and elements of the approach and multiple lesson demonstrations.

We were mindful of research that suggests that school administrators are more likely to "enhance instructional quality if they allocate their direct efforts with teachers into nonevaluative channels" (Hallinger, Heck, & Murphy, 2014, p. 24). A total of three administrators not including the principal were selected to be admin coaches and were matched to teachers they did not performance manage. As well as undertaking administrative work, all had at least eight years of recent teaching experience (M = 10.33). Two were female and one was male.

All but one of the ten coached teachers was female; two were coached in their first year of teaching, the remainder had taught for five years prior to the project and two teachers were highly experienced with over 16 years in the primary classroom. We assigned each participant a pseudonym (please note, 'Mandy' was the pseudonym for the expert coach and is referred to in the results). The following table provides a summary of this information. Please note K denotes Kindergarten, a program for four-year-old children.

Table 1. Demographic information

Admin Coach	Years of Experience	Year level taught
Kim	8	K-2
Jamie	8	K-2
Oliver	15	3-4
Teacher		
Jeanie	5	K-2
Daisy	9	K-2
Nadine	22	K-2
Penny	0	K-2
Bella	5	3-4
Chad	9	3-4
Freda	5	3-4
Hayley	9	3-4
Jonelle	16	5-6
Lisa	0	5-6

A combination of inexperienced and experienced teachers across different year levels was selected with the intention of establishing a team of teachers who could demonstrate explicit instruction strategies and begin peer coaching of staff not presently involved in the coaching program. While the school administration team selected who would be coached, four teachers volunteered and requested participation in the first round, and their requests were accommodated. The remaining five teachers were coached in the second half of the year.

After the professional learning sessions, but prior to being observed and coached, the first cohort of staff were interviewed about their perceptions about coaching and being coached. These staff were then interviewed after they had been observed and coached about their experience. This process was repeated for the second cohort of teachers.

During the observation and coaching phase, teachers were observed on five occasions two to three weeks apart. Teachers were allocated 40 minutes for literacy and or numeracy lessons that the expert and admin coach observed. During these observations, each coach scored the lesson based on the inclusion of elements of the explicit instruction model out of a total of 30 points. By scoring each element of the lesson, the two coaches could compare their observations to monitor

accuracy and fidelity of feedback. Written feedback was also prepared. The feedback included observations of lesson content, teaching practice and student responses (e.g., 'four worked examples') evaluations of instructional practices (e.g., 'good pacing'), and suggestions (e.g., 'I might have used the mini-whiteboards more often to check for understanding'). To ensure the validity of observational data, neither numerical scores nor written feedback were shared between coaches until feedback sheets had been separately emailed to the second author.

After some discussion between the expert and admin coach to ensure that appropriate foci for the coaching session had been established, teachers were released from class to attend coaching sessions that lasted up to 30 minutes and were audio-recorded. Each coaching session was led by the expert coach who began by asking teachers to comment on their observed lesson. Using a framework detailing the stages and elements of an explicit instruction lesson that teachers were familiar with from the preparatory professional learning sessions, the expert coach elaborated on her written feedback. She set the tone with a positive evaluation of the teacher, the classroom environment or the lesson itself, then explained how the teacher had followed or deviated from the explicit instruction model, and described the effect of this on student engagement and learning. The administration coach was invited to provide additional insights or comments. Goals were set for the next observation and there was an opportunity to discuss the next lesson's content. Teachers received detailed written feedback from the expert coach via email later the same day as well as a further offer of support in planning and reviewing lessons prior to the next observation. The expert coach also provided sample lessons on request.

Results

Research Questions

1. What impact will coaching have on the practices and knowledge of teachers learning an explicit instruction model?

    a) What changes in feedback and lesson implementation scores will be observed over the course of the five-session coaching program for individual teachers?

We used the scores taken during observations of lessons to assess teachers' ability to effectively use Explicit Instruction principles in their observed lessons. Analyses of the total explicit instruction performance scores assigned by both the instructional and the expert coach (Table 2) show that the mean lesson scores do not differ significantly either for individual teachers or by session. That is, the data obtained by the two coaches for each teacher was consistent overall, supporting the reliability of the observational tool and rating scale. The variable of interest here is whether there was any change in the teachers' scores over the course of the coaching program. When session by session scores were compared, the data indicate that the teachers' scores changed significantly over time. Figure 1 shows mean growth in scores over the five coaching sessions for each teacher.

A repeated measures analysis of variance was used to test the hypothesis that the teachers' ability to demonstrate the use of explicit instruction lesson components and principles would develop over the course of the coaching program. As indicated in Table 2, there were no significant differences between the scores of the expert and instructional coaches, nor any suggestion from inspection of the data plots that any differences between the two coaches' scores were related to either teacher or session number. The interpolation line in Figure 2 illustrates the mean overall growth in teacher scores over the course of the five observed lessons and associated coaching sessions. This demonstrates that, as a cohort, the teachers improved over the five sessions in their ability to use the instructional principles of explicit instruction in their teaching, and that this trend occurred regardless of who was observing them.

Table 2. Mean ratings for use of instructional principles of explicit instruction employed during lessons

	Mean Expert Coach Rating	Mean Instructional Coach Rating	Mean Difference	Standard Deviation	t (df=4) -.17	Sig (2 tailed) .87
Bella	19.4	19.7	.3	3.90	-2.39	.08
Chad	17.5	18.5	1.1	.94	.00	1.00
Daisy*	6.8	6.8	.1	.71	.44	.68
Freda	19.7	19.4	.3	1.52	-1.14	.32
Hayley	14.7	15.5	.8	1.56	0.69	.53
Jeannie	26.5	26.2	.3	.98	-1.19	.30
Jonelle	16.7	18.1	1.4	2.63	.16	.88
Lisa	26.8	26.7	.1	1.39	.93	.40
Nadine	20.2	18.4	1.8	4.31	.93	.40
Penny	22.0	21.6	.4	.96		

Note: Daisy's scores relate only to the Daily-Review[2] (allocated 7 points) part of the lesson rather than the full lesson structure.

The main effect of session number was significant, with F (4,36) = 26.85, p = .000, and contrasts between sessions were also significant in all cases except for between sessions 3 and 4. That is, the mean lesson score for teachers continued to improve over the course of the coaching sessions, although the change between session 3 and session 4 was minimal. Note that Daisy's data was not included in this analysis as her scores were for Daily Review only (the agreed format for Kindergarten classes). There was no difference in mean scores between the Round 1 and the Round 2 teachers, with t(7)=.21, p=.84. That is, the same pattern of improvement occurred for both groups of teachers in line with predictions.
It is important to note that although the teachers' scores improved, the lack of a control group of teachers means that improvement in teaching ability might be attributable to factors beyond, or in addition to, the coaching process.

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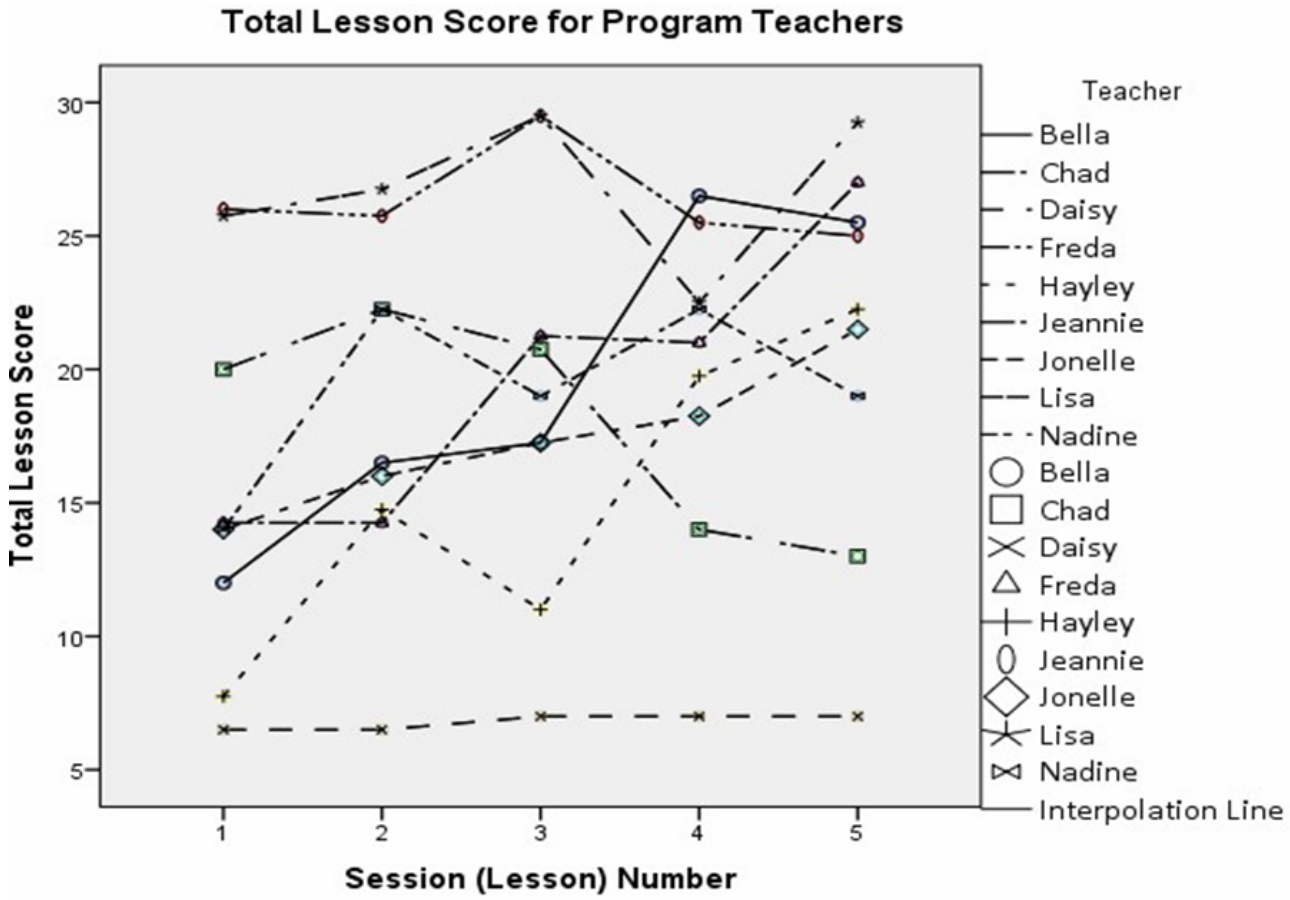
2 Daisy's fast paced daily review of literacy precursor skills such as phonological awareness and letter- sound knowledge, took up to 25 mins. All other teachers presented a shorter daily review and a formal lesson.

Figure 1. Mean coach ratings of adherence to the instructional principles of explicit instruction during observed lessons for individual teachers over the course of the five session coaching program



b) How will teachers perceive the impact of the coaching program on their pedagogy?

Teachers who participated in the coaching program were interviewed pre- and post- coaching about their perceptions of the impact of coaching on their teaching practice. Figure 2 shows the proportion of comments coded at 'positive efficacy judgement' increased in response participating in the coaching sessions. All participants comments were read and a smaller selection that were typical of most of the comments, and that best encapsulated and summarised the range of responses, follow:

Nadine, pre-program (negative)

I probably feel like it's more signing off on paperwork. So I feel like we do our goals and someone comes to watch it, and that's it….it's more about getting the paperwork in…

Nadine, post-program (positive)

It's been a great, yeah, it was ... it was daunting, but no, it's been a really good ... very good experience…. So now with Mandy gone I will continue and continue to add on to what I've learnt from her, whereas probably last year more so, with the [previous model of] coaching, and this will sound bad, but I probably in some ways, because it was such a quick thing for one go and then that's marked off as done and you go onto something else…. I think I did revert back to my old ways in many cases.

Daisy, post-program (positive)

I think it's made my teaching practice better, particularly working with Mandy. She's provided me with suggestions of what I could do next to better it, to move the kids forward, and I think I've moved my children forward a lot rapidly than what I perhaps would have without that coaching so, you know, it's giving you that push…

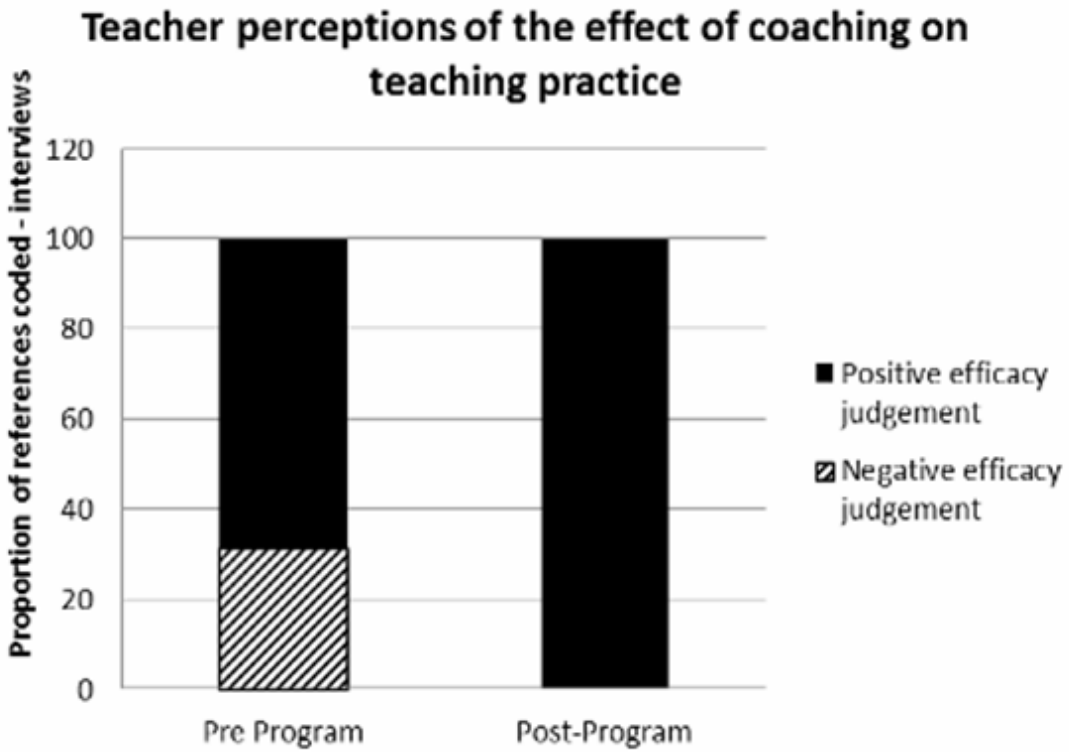
Penny, pre-program (positive)

I think it will have a big ... a big impact on my teaching. I think it will be interesting to see ... to compare what Mandy thinks to Jamie or Kim or even to myself.

Penny, post-program (positive)

I think it's definitely improved my teaching.

Figure 2. Pre and post analysis of the effect of coaching on teaching practice



c) How will teachers perceive the impact of the coaching program on their students' learning?

We asked teachers how they perceived the impact of being coached on their student's learning and Figure 3 shows the change in response that is illustrated by these comments:

Bella (pre-program, negative)

I think the student outcomes probably are improving….all I can say is that I do think as a school our outcomes are improving because we are doing the explicit instruction model but I don't know if it will be as a result of coaching. For me, I don't think it will be.

Bella (post-program, positive)

Yeah. I feel quite positive about what's happening. I'm think I'm seeing ... I ... am definitely seeing that children retain what I'm teaching a lot more….because of the feedback that Mandy gives me…like when she tells me that I am getting the students to answer in full sentences more…so I can see how what I do when I teach explicitly impacts on their learning.

Penny (post-program, positive)

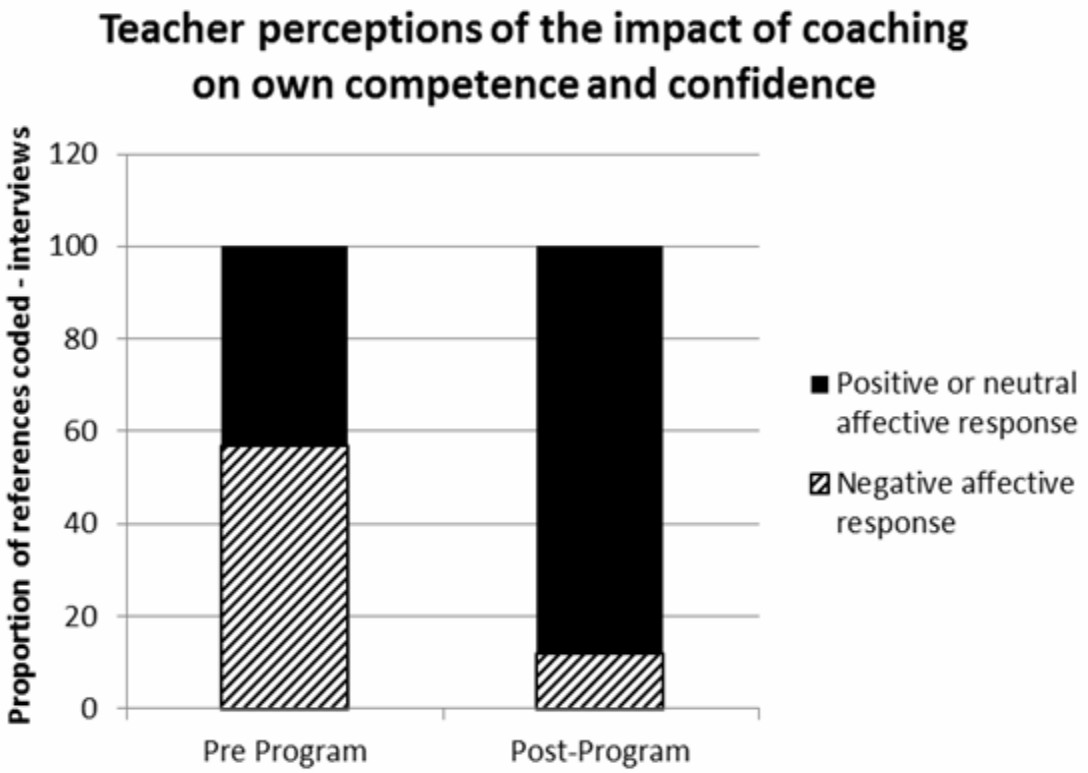
As I said it's probably not something in all areas, but in literacy and math where I was coached, definitely. Because I've just seen the kids' ability to recall information that I have taught a month ago is a lot better. They are not forgetting things. Yeah it's good.

2. How will teachers feel about their participation in the process and will this change as the coaching program progresses?

    a) What will the impact of the coaching be on teachers' professional self- regard?

It was important not only to consider whether the teachers felt that the coaching had changed their teaching, but also to address the long term impact of the program on teachers' personal wellbeing and perceptions about themselves as professionals. The teachers were asked to reflect on the emotional impact of the coaching, that is, on the impact of the coaching program on their own sense of their competence and confidence as teachers. The teachers' responses were coded as either positive/neutral or negative and Figure 3 shows the positive shift in perception.

Figure 3. Pre and Post Analysis of impact of coaching on teachers' competence and confidence



Bella (pre-program, negative)

For me personally I don't like the….if I'm to be honest, I don't like the formal observations from admin. I find it…I get a lot of anxiety from it and I don't feel it improves my teaching at all. I lose a lot of motivation from it…

Bella (post-program, positive)

Good actually. Mandy is so personable. She is very positive and lovely and gentle and you can't help but, you know, it's nice…I was quite upset when I spoke to you initially but I've, yeah, this has been quite positive experience. It still nervous but not nearly as, I would say, traumatic as ... as that had been for me before. I've not been upset at all.

Chad (post-program, positive)

It's been good, I am a better teacher now. I was saying that, I think before the whole process started I was a bit apprehensive about it. The idea of having, you know, it could be several people in the class watching me, watching every move, a bit daunting, but I must say that Mandy has been really good. She's been, you know, positive and put me at ease so I've actually, I wouldn't say I've enjoyed it but it's as close to as that as I possibly can, you know ...

Jonelle (post-program, positive)

So I guess it's had a boost in my confidence and... and also in my own ability to be able to do this now across more areas. So because maths was my focus and aspects of literacy and now I know, and it's a familiar structure now to me, so now I'm going, "Okay. Well, how do I apply this to this, or that's right, I need to remember this, this and this." So, yeah. I think it's ... it's made a difference. Yes.

3. What perceived benefits and drawbacks of the coaching process will teachers describe?

After taking part in the coaching program, teachers were asked to reflect on what they perceived were the benefits and drawbacks and a number of themes already reported were reiterated. By far the greatest drawback was the stress of being observed; however this was countered by comments about perceived improvements in teaching quality.

Hayley (post-program)

I have learnt a lot. It has been quite stressful being watched and at times I just wanted to throw my hands up and go, "You know what? I'm done." And... but persevering with it, it has, you know, it's become easier and I've... I've learnt more, which is always good and I'm not where I was ten weeks ago, which is awesome.

The quality of the feedback, in particular the coach's positive tone, detailed written feedback, directness, specificity and limited number of the suggestions was cited by most teachers as the main benefit of coaching:

Lisa (post-program)

I think the feedback itself was amazing…it was outstanding. It was beyond what we imagined and showed me exactly what I needed to do to be a better teacher.

Jeannie (post-program)

When Mandy gave me a small area each time to work on I found it really, really easy I suppose, to look that up, to go okay, 'how am I going to include that in my teaching?' Then she would watch my next lesson and Mandy would let me know, yeah, you've done that successfully, or maybe you might need to try this. Each time she came and watched I'd mastered the little skill that she wanted me to which was really good but I think that that was more like as I said before, because it was a small skill each time so it was easy for me to master that skill and get it prepared and continuing to focus on it, so I think that was more, for me, yeah, giving me that target, I could go and research and I could apply that, and yes, I think that professionally that really did help me...it took a little of the stress away I suppose.

Bella (post-program)

The feedback was very clear and achievable and because it was in table format I could go back and methodically alter whatever I needed to alter and I knew whereabouts, specifically, in the lesson I needed to alter something, I mean, and there was also a lot of positive feedback which helped to, I guess, bring my confidence back up because it was... had gotten really low and... and that's not normal for me. And then she would then recognise that I'd put that into the following lesson and she'd make a note, "I like the way that you... I gave this recommendation and I can see that you..." [the most] useful would be... that there's only a few things that I have to concentrate on... Mandy gives suggestions on how ... how that would translate into ... into the next lesson and I can easily do that. So I've got direction of how to implement the feedback.

Daisy (post-program, positive)

I found the whole process quite positive and I think that's probably just due to the fact that I have received positive and specific feedback and I think perhaps if I hadn't it might have been more challenging, but I've been able to take on that feedback and also the suggestions on, "Next time I would like to see you do this," or, "You could take them further now and do this." So it's given me a clear goal.

Nadine (post-program positive)

Well, Mandy makes you think about what you're teaching and this is going to sound terrible, but……Well, it is going to sound terrible, because for years I didn't really ... I knew what sort of basic things I needed to teach but I never thought about the steps to get to a certain point. Like, say, teaching writing, I would just get them to write without looking at the steps….Also like Mandy just... she showed me [how to do] something, so she mentioned in her feedback about, using hoops to step out a sentence, so she came in [to show me for] just five minutes, and little things like that made the world of difference.

But I'd definitely say I've...the feedback has been so positive that there's never been a time that I've doubted myself….The feedback has been such that I think, "Oh, that ... that's ... I can do that," because there's lots of feedback but it's not in a scary way, it's not something huge, it's just little steps. So just by changing one or two things it's actually made for a better lesson and then I've just been able to build on those skills. So, yeah, I feel really positive about it.

Discussion

Long lasting teacher change is elusive, rarely associated with "drive-by" in-service (Stein, Smith, & Silver, 1999) and most likely to be effective when it is connected to practice and accompanied by follow-up support that bridges newly learned information with classroom implementation (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Guskey & Yoon, 2009; Wood & McQuarrie, 1999). After ten hours of professional learning we incorporated a coaching component as a means of embedding the theory and practice about a model of explicit instruction (Archer & Hughes 2011; Engelmann & Carnine, 1982; Hollingsworth & Ybarra, 2018 & Rosenshine, 2012) with demonstrations of practice, regular observation and constructive verbal and written feedback. Given the limited empirical evidence on the efficacy of instructional coaching (Cornett & Knight, 2011) the results of this study clearly demonstrate a significant, positive and generally linear impact on teacher growth over five coaching sessions.

The relationship between improving teacher quality and student achievement is well established (e.g., Darling-Hammond, 2000) and the positive impact of our directive coaching model improved the alignment of teaching practices with a highly effective model of instruction (Liem & Martin, 2012). We take the view that the specificity of the instructional model teachers were asked to take up, the standardised feedback form, and the timing and organisation of the coaching process were significant factors in achieving measurable change in classroom practice. In contrast, the impact of coaching models that are predicated on individualisation (i.e., characterised by teachers' choice of instructional strategies and variability in the number, duration and nature of coaching sessions or feedback), is limited (Desimone & Pak, 2016). The low impact of these responsive approaches may disguise the potential of coaching.

Egalitarian coaches who are responsive to teachers' individual needs and specific goals are generally regarded as more effective in their attempts to win over teachers and form strong coach-teacher relationships through conversation, sustained engagement, and reflective analysis than directive coaches (Dozier, 2006). In this study, we employed an approach to coaching that was unapologetically directive and prescriptive (Borman et al., 2006). However, as the results indicate, teachers were, albeit initially apprehensive, willing to engage in coaching. Moreover, they demonstrated and reported significant changes in the implementation of target instructional strategies.

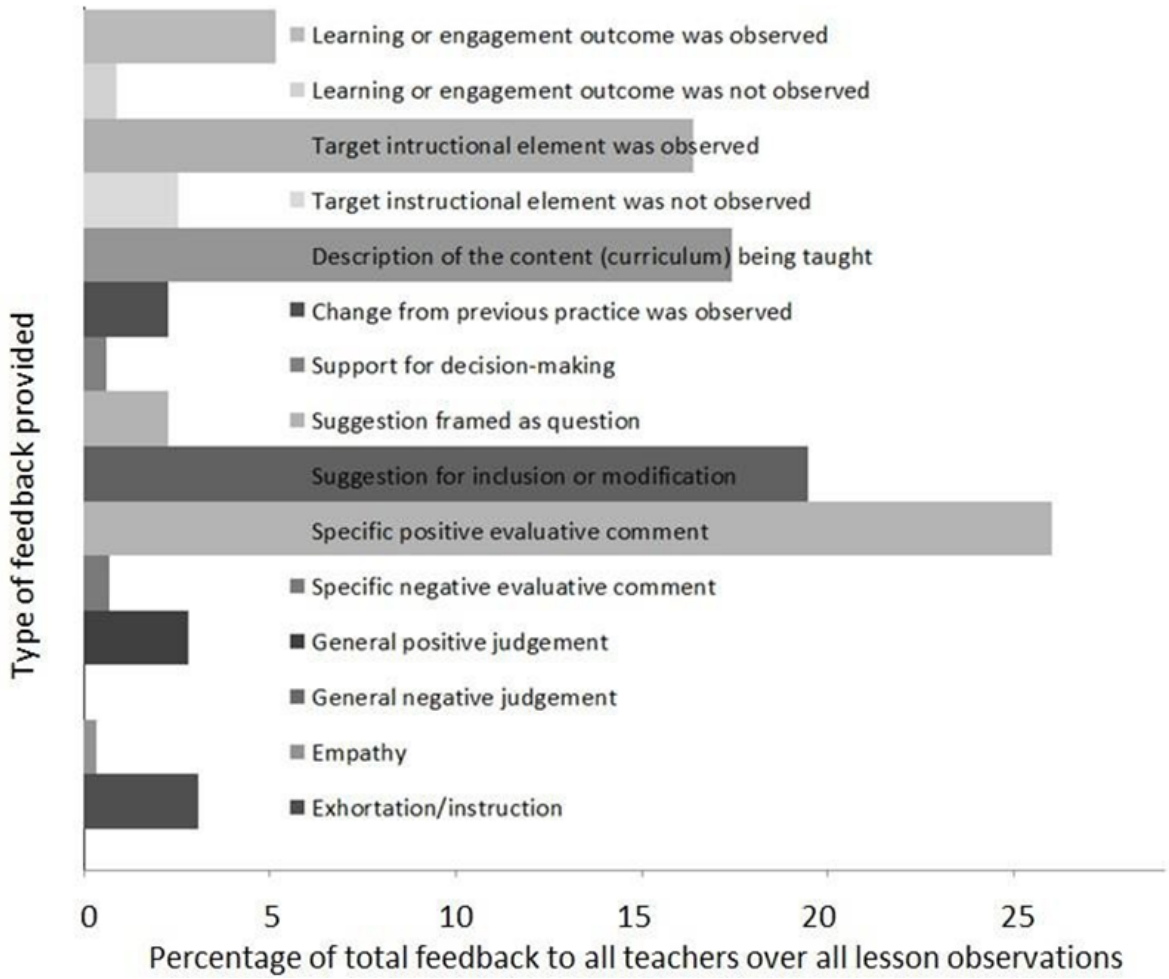
Participants' comments indicated that the warmth of the expert coach in this study was an important factor in building trust; however from the outset we were mindful that 'bed-side' manner alone would not alone bring about change. Instead, the expert coach exemplified the description of an instructional coach as the 'more knowledgeable other' Teemant, Wink, and Tyra's (2011, p. 687) who is able to collaborate, develop plans and provide data-rich feedback following an observation to support implementation of new practices. As well as having a thorough understanding of the instructional model, the expert coach in this study provided modelling, opportunities for practice and ongoing feedback.

These are aspects that Glover (2017, p. 14) reports change teachers' practice but are also associated with teachers' "positive perceptions of self-efficacy (confidence in performing tasks/skills)", as reported by the participants in this study.

Formative feedback was another essential component of the coaching model investigated here that we argue contributed to teachers' perceived confidence in their instructional practice. Both verbal and written feedback was provided and the expert coach paid particular attention to the tone of all communication.

Figure 4. Written lesson feedback coded by type

For example, improvements were suggested rather than directive in tone: 'I *might* do this next time' and 'you *could* use.' Recommendations were also justified, in terms of 'if you do this…the impact on instruction will be this…' The comments of those coached acknowledges that detailed and well organised feedback that is direct, justified, specific and manageable for classroom teachers is a factor in changing practice. Figure 4 highlights this point. As feedback was an element in the efficacy judgements shown in Figure 2 it was possible to further code feedback in this category to establish the sub-categories shown in Figure 4. While the feedback provided to teachers was specific and targeted, it was overwhelmingly positive and rarely didactic. The 'supported decision making' that typifies responsive approaches was minimal; rather, the clear directives were couched as specific suggestions or questions. As a result, teachers felt guided, supported, and affirmed.



Interestingly, when Devine et al. (2013, p. 1384) examined the impact of instructional coaching within educational settings they concluded that the effect on teacher development and ultimately positive student achievement was "promising", but that instructional coaching was "complex to implement" because of school-based factors: system and school-based stakeholders, school culture and principal and teacher uptake. It is significant that in this study we were not stymied by any of these influences, most likely because the school had prioritised student achievement and teachers had committed to changing their instructional practices in line with the explicit instruction model.

This reform-based agenda for school improvement is typical of a growing number of schools, in Western Australia (Louden, 2015) as well as internationally, that are investing in instructional improvement through professional learning and coaching (e.g., Killion, 2009; Mangin & Dunsmore, 2015; Salavert, 2015; Shidler, 2009). Devine et al. (2013) also raised the need for extensive training for coaches and the cost of implementation as potential barriers. Put briefly, we used an apprenticeship model to support the development of the three instructional coaches who have continued in that role and the school paid less than one third of an average teacher's salary for approximately 22 days of the first author's time over one school year to conduct the project.

The model we designed concurred with Collet's (2012) conceptualisation that coaching is "a change business…driven by the idea that someone needs someone else to change" (p. 28). We suggest that when there is an appetite in schools to improve student outcomes driven by a moral imperative to change teaching practices to achieve this, teachers respond positively to a prescribed coaching model. We presented the staff in this study with information about a proven instructional model (Hattie, 2012) and the onsite classroom support to implement it in their classrooms. It would appear that our coaching model addresses concerns raised by Hasbrouck and Denton (2009) who discuss the conflict between non-directive models of coaching and the legal and ethical responsibilities of teachers to provide students with the most effective instruction.

Next Steps for Advancing Research and Limitations

The research reported here is relevant to all who seek to change classroom teachers' instructional practices through professional learning and coaching. We conducted this study in one metropolitan primary school and future research is necessary to replicate this on a larger scale with more teachers and different school settings. Additionally, while staff demonstrated take up of explicit instruction practices, whether staff have continued with these practices after the departure of the expert coach was outside the scope of this paper. We also acknowledge that the presence of administrators during observation and feedback sessions may have contributed to teachers' preparedness to take up the explicit instruction model. While staff did not indicate this during interviews, we acknowledge the need to test the efficacy of the coaching model without the presence of administrative staff.

Conclusion

Over 20 years ago, Fullan (1993) observed that the "the hardest core to crack is the learning core—changes in instructional practices" (p. 49). Today, the impact of the instructional choices teachers make on student outcomes is far more visible (Hattie, 2009) and 'what works' is not in question, but rather 'how' to achieve high quality classroom practice (Dinham, 2016). It is undeniable that more rigorous accountability is required to establish instructional coaching as a value-added professional development strategy. However, results from initial research on the Hammond Coaching model are very promising with respect to aligning teacher practice with an explicit instruction model and developing teacher self-efficacy. Despite limited human and financial resources this model brought about measurable and significant change in instructional practice over the period of one school year.

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End of Handout 6

Questions?

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ExcelinEd

FCRR

We have completed Session 4

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Self-Study 1: Reflection: Session 4 – Effective Practices in Teaching Students

Directions: **Answer the questions below.**

1. On which of the practices addressed in Session 4 (explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, active participation, corrective feedback) do you think you should focus your coaching efforts in your school?

2. What are some ways we can ensure that teachers teach in ways that are most effective in promoting student learning?

3. What part(s) of Session 4 did you find most helpful?

4. What areas would you like to delve into more deeply as a coach?

5. Record any questions you have about the content addressed in Session 4.

Self-Study 2: Video-Viewing Guide – Video 4: Active Participation Part 1

Directions: Watch Video 4: Active Participation Part 1 and answer the questions below.

Questions	Answer
1. Why is active participation important?	
2. How does active participation interact with the Florida Practice Profile discussed in Session 4?	
3. What are important aspects of active participation?	
4. How can active participation in a lesson be used for formative assessment and how can you adjust instruction based on the information you receive on students?	
5. What kinds of practices can be used to incorporate active participation?	
6. What are some of the purposes of active participation?	
7. What can you do to be sure teachers incorporate active participation?	
8. What comments or questions do you have about the video?	