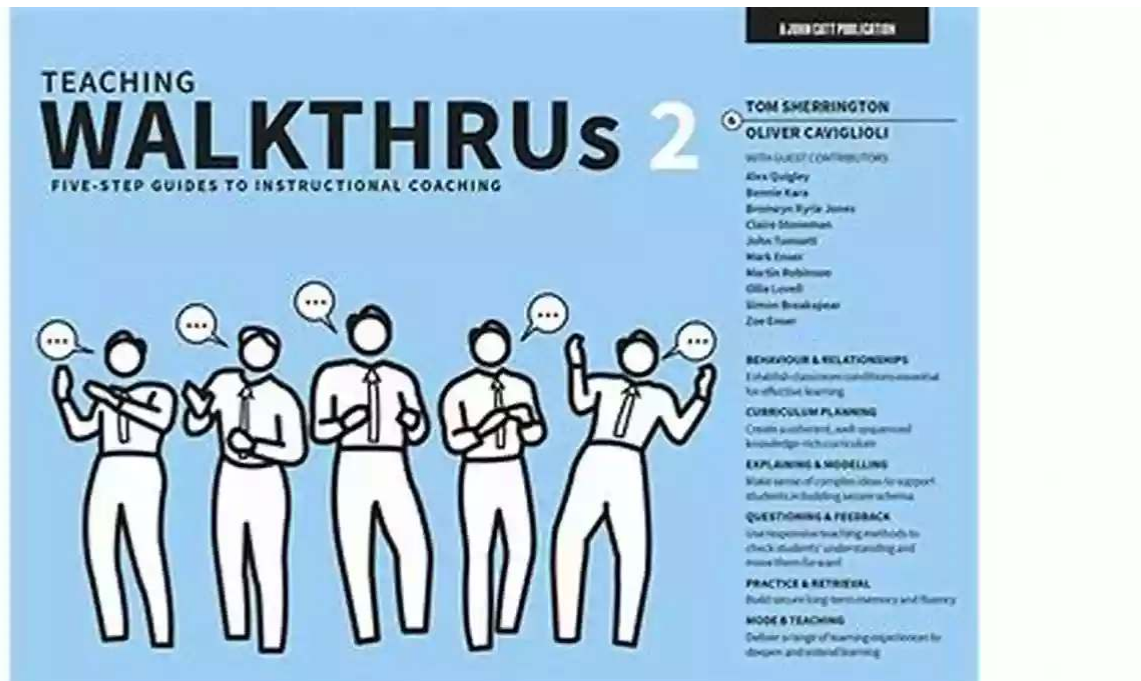


Teaching Walkthrus: Five Step Guides For Instructional Coaching



Are you an educator looking for effective strategies to improve instructional coaching? Look no further! In this comprehensive guide, we will explore teaching walkthrus, a powerful five-step approach that can enhance your coaching skills and drive positive changes in classrooms.

What are Teaching Walkthrus?

Teaching walkthrus provide a structured framework for instructional coaches to observe and provide feedback to teachers. This five-step process involves setting goals, observing lessons, providing constructive feedback, co-planning, and reflecting on the entire coaching experience.

Teaching WalkThrus: Five-step guides for instructional coaching



by Tom Sherrington([Print Replica] Kindle Edition)

★★★★☆ 4.7 out of 5

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Step 1: Setting Goals

The first step in a teaching walkthru is to set clear and actionable goals. As an instructional coach, you will work collaboratively with the teacher to identify areas for improvement or focus. Establishing measurable goals ensures that both parties are on the same page and have a shared understanding of the desired outcomes.

Step 2: Observing Lessons

Once the goals have been set, the next step is to observe the teacher's lessons. During this phase, it is essential to pay close attention to instructional strategies, student engagement, classroom management, and other relevant aspects. Take notes and collect data that will inform your feedback.

Coaching Observation Form: Guided Reading
Coaching Cycle Goal:

Previous Next Steps to be addressed in this Lesson:

Observation Notes:

PREPARATION	EVIDENCE
Identify reading strategy	
Select appropriate level text that will give students opportunities to practice	
BEFORE READING (5 min)	EVIDENCE
Book Introduction (quick gist statement) Name the reading strategy (make it specific) <ul style="list-style-type: none"> • model strategy • explain strategy and give an example • guided practice Address potential challenges in text (vocab, concepts, format/structure) <ul style="list-style-type: none"> • 1-2 • show in context of text and how you might gather clues about these words 	
DURING READING (10-12 mins)	EVIDENCE
Student independently apply strategy <ul style="list-style-type: none"> • coach students individually/as needed • take notes on reading behaviors used/not used (can be used for teaching point after reading) 	
AFTER READING	EVIDENCE
Begin a comprehension conversation! <ul style="list-style-type: none"> • deep retell • targeted question(s) tied to target Diagnose/Follow-up on confusion - prompt as needed <ul style="list-style-type: none"> • opportunity to follow up on anything observed during reading Ask a mix of Qs - Factual, Inferential, Critical Prompt for Habits of Discussion	

Step 3: Providing Constructive Feedback

Constructive feedback is a crucial component of instructional coaching. After observing the lessons, it is time to provide feedback to the teacher. Remember to focus on specific strengths and areas for improvement. Use evidence from your observations to support your feedback and suggest strategies that can enhance teaching practices.

Step 4: Co-Planning

Co-planning involves collaboratively working with the teacher to develop action plans based on the feedback provided. Discuss specific strategies, resources, and support that can assist the teacher in achieving the set goals. Encourage open dialogue and ensure that the plan aligns with the teacher's needs and the overall objectives of the school or district.

Teacher-Coach Lesson Planning Model

Teacher _____ Date _____

Week Day	Monday	Tuesday	Wednesday	Thursday	Friday
Standard					
Goal (What do you expect them to learn based on the standard?)					
Anticipatory					
Model * Instructional Strategy/Skill Demonstration					
Cycled Modeling * Assisted Skill Demonstration					
Closure: Check for understanding					
Independent Practice					

Step 5: Reflecting and Iterating

The final step in the teaching walkthru process is reflection. Both the instructional coach and teacher should take time to reflect on the coaching experience. What worked well? What needs improvement? Use these reflections to refine your coaching strategies and continuously enhance the instructional support provided. Remember, coaching is an ongoing process, and each iteration brings opportunities for growth and development.

The Benefits of Teaching Walkthrus

Teaching walkthrus offer numerous benefits for both instructional coaches and teachers. Here are some of the advantages:

- **Individualized Support:** Teaching walkthrus allow for personalized coaching, focusing on specific needs and goals of each teacher.
- **Modeling Effective Practices:** By observing lessons and providing feedback, instructional coaches can model effective teaching practices, helping teachers grow professionally.
- **Improved Teacher Confidence:** Constructive feedback and collaborative planning boost teachers' confidence and provide the necessary support to overcome challenges.
- **Informed Decision-Making:** Through data collection and observations, instructional coaches can make data-driven decisions to improve teaching and learning outcomes.
- **Positive Classroom Climate:** As teachers receive individualized support and enhance their teaching practices, the overall classroom climate improves, leading to increased student engagement and academic success.

Teaching walkthrus are a valuable tool for instructional coaches to provide targeted support and drive positive changes. By following this five-step guide, you can enhance your coaching skills and contribute to the professional development of teachers. Embrace the power of teaching walkthrus and make a difference in classrooms today!



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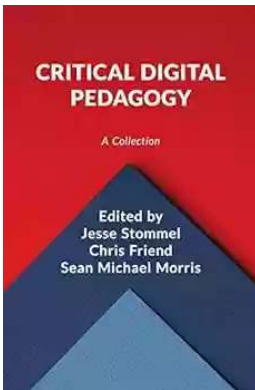
Tom Sherrington and Oliver Caviglioli team up to present 50 essential teaching techniques, each with five clear and concise illustrations and explanations. It forms a truly unique repository of key teaching methods, valuable to any classroom practitioner in any setting.

The book covers important practical techniques in behaviour and relationships; curriculum planning; explaining and modelling; questioning and feedback; practice and retrieval; and Mode B teaching. Each technique is simply explained and beautifully illustrated in five short steps, to make sense of complex ideas and support student learning.



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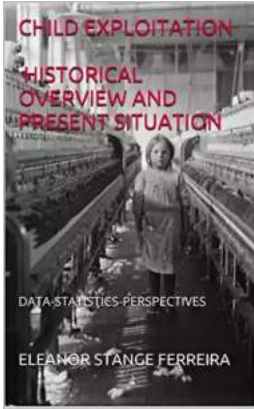
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