

Cox Campus Guide: Instructional Coaching for Change in Children’s Futures

NOTE: This tool was created to help guide you through the Instructional Coaching for Change in Children’s Futures Course, in a meaningful and intentional way. The course has been broken down into smaller pieces with reflection and practice built into each. Users have found, when they follow this guide, implementation of the strategies is more effective in the classroom.

Course Overview: This first course introduces Instructional Coaching, an innovative and effective relationships-based professional learning approach focused on supporting teachers’ practices related to language and literacy in the early years, our focus across all Cox Campus courses for educators.

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Course/Lesson	Guiding Questions	Action Steps	How will I know I’ve been successful with my action steps?	Extra Support/ Resources available on Cox Campus
<p>Instructional Coaching for Change in Children’s Future</p> <p>Lesson1: Setting the Stage for Coaching for Transformative Change</p> <p>Overview:</p> <p>This lesson introduces Cox Campus Instructional Coaching as an innovative form of professional development to change children’s outcomes in language and literacy.</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> - What do we know about how children learn to read and what is necessary for them to do so successfully? - How is instructional coaching different from traditional methods where experts provide information? - What are some obstacles you face as an instructional coach? 	<p>Reflect:</p> <ul style="list-style-type: none"> -What has motivated you to become an instructional coach? - - Early experiences shape children's brains. Every adult child interaction is laying the foundation for language and preparing the brain for reading. For this reason, children must learn in language centered environments. How do you currently model interactions, for teachers, that build a strong foundation for language? - How do you currently embody the fundamental characteristics of an instructional coach? 	<p>Ecosystem Constructors Indicators:</p> <ul style="list-style-type: none"> - Implementing instructional coaching as a powerful and effective professional development approach leading to long lasting change in teachers’ practices and children’s outcomes. - Coaches and teachers develop strong honest relationships and apply their work to improve language and literacy classroom practices. Ultimately these changes ensure teachers know how to construct a language 	<p>Read the following documents in the <i>Resource Library on Cox Campus</i></p>

		<p>- Reflect on your experiences with professional development, what are some characteristics of the PD in which you think you gained the most knowledge?</p> <p>- How do you find instructional coaching more effective than traditional PDs?</p> <p>Review: Read through “The Big Five” and identify the fundamental characteristics. Take notes on which ones resonate the most for you and which ones you have questions about.</p> <p>Plan:</p> <p>Think about ways that you might already incorporate these five fundamental characteristics into your day. Then determine which ones you would like to learn more about.</p>	<p>centered learning environment putting every child on the path to reading proficiently.</p>	
<p>Instructional Coaching for Change in Children’s Future</p> <p>Lesson 2: Instructional Coaching for Change: The Essence and Effectiveness of Instructional Coaching</p> <p>Overview:</p>	<p>Guiding Questions:</p> <p>-How does instructional coaching differ from mentoring and technical assistance?</p> <p>-How does active practice influence a professional learning experience?</p>	<p>Community Discussion:</p> <p>Plan: Think about your own work. What are some potential challenges to instructional coaching you might encounter at the site you work in? How will you prepare to face these challenges?</p>	<p>Ecosystem Constructors Indicators:</p> <p>- Establishing the Four Essential Conditions for Instructional Coaching</p> <p>- Site Leaders and instructional coaches create an environment where site</p>	<p>Read the following documents in the <i>Resource Library</i>:</p> <p>The Four Essential Conditions for Instructional Coaching</p>

<p>This lesson describes/defines Instructional Coaching, its impact, and the necessary conditions for its success</p>	<p>- How can instructional coaching support your site in meeting ecosystem-based goals around language and literacy?</p> <p>-What are the benefits of instructional coaching?</p> <p>- What are the differences between surface coaching and deep coaching? How does the impact cycle support in deep coaching?</p>	<p>Reflect: What ways do you develop trusting relationships with the teachers you coach?</p> <p>Watch: Review the Video between Ms. Johnson and Leathia. Think about how the relationship influenced the two different coaching conversations they had.</p> <p>Plan: Think about some first steps you can take to strengthen your relationship with the teachers you coach.</p> <p>Review: Download and review <i>The Four Essential Conditional for Instructional Coaching</i> resource</p> <p>Reflect: What conditions are present in your site to support the focus on the goals for the site and classrooms?</p> <p>Plan: Think about the other programs your teachers are supported by.</p> <p>Reflect: How can you collaborate to align the efforts of the different programs?</p>	<p>culture, structures for collaboration, support of coaching, and professional development for instructional coaching are present.</p>	
<p>Instructional Coaching for Change in Children’s Future</p>	<p>Guiding Questions:</p>	<p>Reflect: Take a closer look at the essential elements, at first glance, which ones are you</p>	<p>Ecosystem Constructors Indicators:</p>	<p>Read the following documents in the <i>Resource Library</i>:</p>

Lesson 3: Instructional Coaching for Change: The Ecosystem Approach to Coaching

This lesson focuses on the essential elements that define a healthy, language-centered environment for children and the outcomes we expect for children in language and literacy. An overview of Cox Campus will be provided.

- What does a language centered learning environment look like?

-What teacher practices contribute to a language centered learning environment?

-What must be in place to support the construction of children's brains and the development of a solid foundation for reading?

- How is a learning environment an ecosystem?

- Who plays a role in the ecosystem?

noticing evidence of at your site? Which ones are you curious to learn more about?

Reflect: How are you currently tracking children's progress in language and literacy?

Review: Download and explore the Read Right from the Start (RRFTS) Child Expected Outcomes

Plan: Discuss with your leadership team on how the RRFTS can support teachers in making intentional goals based off children's developmental needs.

Explore: Take a self-guide tour of Cox Campus. Click the sections at the top to explore resources available for teachers and families. If you have any questions, use the intercom (blue button at bottom of the page) to connect to a Cox Campus staff member.

Reflect: What courses have your teachers taken so far? Which ones would you want them to prioritize according to your site's needs? What resources for the

- Site leaders and instructional coaches implement the RRFTS Expected Child outcomes in Language and Literacy to support classrooms in determining goals for the children.

- Familiarize yourself with the resources available on Cox Campus.

- [A Language-Center Ecosystem for Children](#)

- [Read Right from the Start Expected Child Outcomes in Language and Literacy](#)

		Cox Campus blog or resource library do you want to share with your families?		
<p>Instructional Coaching for Change in Children’s Future</p> <p>Lesson 4: Instructional Coaching for Change: Understanding Adult Learners</p> <p>This lesson focuses on understanding basic principles about how adults learn and how they relate to effective coaching actions.</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> - What does it mean to be an adult learner? - What characteristics define adult learning and how does it relate to instructional coaching? - What are some similarities between children and adult learners? What are some critical differences? - Why is it important for adult learners to hear the “why” behind what they are being asked to do? - Why is it crucial to incorporate instructional coaching to fight illiteracy everywhere? 	<p>Reflect: How do you learn best?</p> <p>Reflect on your professional experiences and think of a time when you really felt understood and respected as a learner. How did this impact your experience as a learner?</p> <p>Plan: Download and review the six adult learning principles and identify two that you would like to lift up this week in your work.</p> <p>Think: What do you know about the past experiences and knowledge of the teachers you are coaching?</p> <p>Plan: What are some ways you can get to know the experiences and knowledge of the teachers you coach? How would that influence your coaching conversations?</p>	<p>Ecosystem Constructors Indicators:</p> <ul style="list-style-type: none"> -The adult learning principles are evident in all coaching interactions. - Developing strong relationships and partnerships through instructional coaching so real learning and change can take place. 	<p>Read the following documents in the <i>Resource Library</i>:</p> <p>Adult Learning Principles and the Coaching Actions that Align</p>