

## My Teaching Partner: Proven strengths-based coaching model that raises student achievement and engagement

October 28, 2020

### Panelists and contact information:

- Andrew Wayne, Managing Researcher, American Institutes for Research Wayne  
[AWayne@air.org](mailto:AWayne@air.org)
- Megan Ryan, MTP Coach, Louisa County Public Schools  
[ryanmm@lcps.k12.va.us](mailto:ryanmm@lcps.k12.va.us)
- Destiny Shantell Woodbury, Founder and CEO The Anchor School, Houston (TX)  
[destiny.s.woodbury@gmail.com](mailto:destiny.s.woodbury@gmail.com)
- Betty Underwood, Rewarding Educator Achievement and Performance (REAP) Project Director and MTP Champion, Lansing School District (MI)  
[betty.underwood@lansingschools.net](mailto:betty.underwood@lansingschools.net)

### Link to slides:

- [https://learningforward.org/wp-content/uploads/2020/10/MTP-Webinar\\_10-28-2020.pdf](https://learningforward.org/wp-content/uploads/2020/10/MTP-Webinar_10-28-2020.pdf)

### Link to webinar recording:

- [https://zoom.us/rec/share/Y5nShJVSqZfYCNVGscOyHFQ9bWyNUNy5nt9sGFNtfwLuoT6ZtB\\_HeV9b5G5CzCdr.0Dzt7qkt7RDcK8fn](https://zoom.us/rec/share/Y5nShJVSqZfYCNVGscOyHFQ9bWyNUNy5nt9sGFNtfwLuoT6ZtB_HeV9b5G5CzCdr.0Dzt7qkt7RDcK8fn)

### Resources shared by presenters and Learning Forward

- MTP Secondary Project - <https://www.secondarycoaching.org/>
- 2020 Virtual Annual Conference - Registration now open! - <https://conference.learningforward.org/>
- “Accentuate the Positive” (By Waco’s coach, Jody Flowers, in December 2019) - <https://learningforward.org/journal/coaching/accentuate-the-positive/>
- “A Window into Teaching” - (Stephanie Hirsh’s interview with the designer of MTP-S, in December 2019) - <https://learningforward.org/journal/coaching/a-window-into-teaching/>
- “Teacher as noticer” (By Teachstone’s Yvonne Godber, in June 2020) - <https://learningforward.org/journal/what-now/teacher-as-noticer/>
- “When teachers listen, students learn” (By Lansing’s coach, Liesel Carlson, in October 2020) - <https://learningforward.org/journal/supporting-each-other/when-teachers-listen-students-learn/>



- iCollaborate Overview Card - <https://learningforward.org/wp-content/uploads/2020/10/iCollaborate-Overview-Card-2020.pdf>
- MTP-S June 2020 Flyer - <https://learningforward.org/wp-content/uploads/2020/10/MTP-S-June-2020-Final.pdf>
- Learning Forward memberships - <http://learningforward.org/membership>

If you are interested to learn more about the MyTeachingPartner-Secondary Project, you can find detailed information at <https://www.secondarycoaching.org/> or email the project team at: [secondarycoachingproject@air.org](mailto:secondarycoachingproject@air.org). A new group of districts will begin implementation in fall 2021. There are slots still open for districts to join.

**Poll question: What coaching approach/model do you use currently? (Responses below)**

- Content coaching
- Jim Knight's Coaching Cycle
- We primarily use Student-Centered Coaching, pulling in Jim Knight as well
- Student-Centered Coaching by Diane Sweeney
- I use the CLASS observation tool to coach
- Cognitive Coaching
- Pull-In Model
- Bambrick-Santoyo's Action Coaching (to support instructional coaches during PLCs)
- Student Observation Model to coach
- Learning Focused Conversation
- Instructional coaching
- Classroom observation (clinical and spot checks)

**Chatbox questions and answers:**

*Question: Seems like 80 hours vs 114, is this a big difference, given no content instruction (assumption)?*

A: Just 20 hours per year. So 40 hours, added up across the two years. Research has narrowed what is effective and hours can then be less and targeted.

*Question: How do you create engagement in an online learning environment?*

A: Regarding engagement in online learning, that is a really challenging question that many are struggling with right now. This coaching model could potentially be used in an online teaching environment. Teachstone is revising the CLASS tool to provide direction on what online student engagement looks like.



*Question: If teachers don't feel comfortable recording their lessons, would this model still work if the coach was watching live instruction via Zoom?*

A: (1) Recording is done with an ipod in the back of the classroom on a tripod. Teachers upload the video to the Teachstone platform. (2) For our MTP project, we are using the Teachstone platform for recording and clipping the short segments. If you are attempting to replicate this model, any online tool like Zoom or GoToMeeting can do recordings decently. (3) There is a lot of value in recording; it's possible if the teacher doesn't get to reflect on short clips of his/her instruction, it's not possible to reflect as deeply. Just like athletes that seek to improve, teachers can really benefit from seeing themselves on video. There is so much that goes on in a classroom that it's impossible for the teacher to notice everything. (4) Building a trusting relationship with the teachers you are coaching can make them feel more comfortable agreeing to video teaching.

*Question: What does the training for MTP coaches look like?*

A: It is 5 days; 2 to learn the CLASS tool and 3 for the coaching model where every step is practiced.

*Question: What is the reason that coaches select the clips to highlight strengths rather than the teachers selecting the clips?*

A: Coaches are trained on the CLASS tool so they can recognize those specific classroom interactions and instructional actions. (They pick the clips based on CLASS framework.)

*Question: So how do address something that may be perceived as a need, or an area of improvement?*

A: (1) For this coaching, the coach focuses on strengths; the administrators who observe as instructional leaders address areas of need. (2) Areas of improvement are addressed by the teacher when they are conferencing with their coach. We want teachers to identify this vs. being told by their coach.

*Question: Are the teachers also trained in CLASS?*

A: Teachers are not trained in CLASS but they do receive an orientation for the coaching model and their role.

*Question: Our schools are only doing remote learning for the school year. Is this model applicable to schools who are doing remote learning?*

A: It is possible to apply it remotely but not through the AIR project.

*Question: Can someone breakdown the CLASS framework? What does it stand for?*

A: Classroom Observation and Scoring System

*Question: How many teachers can one coach support in a school year using this framework?*

A: For a full-time coach, about 15-16 teachers.

For teachers, to complete a coaching cycle, it takes approximately 1.75 hours across 2 weeks; for the coach, per teacher, it takes approximately 5 hours across 2 weeks to complete a cycle. The teacher only needs to spend 20 hours for the entire school year on MTP-S.

*Question: Love appreciative inquiry and growth mindset...however, in order to be responsive to our students, how does the coach address instructional needs? (i.e. classroom management chaos) Seems to be an assumption that teachers are proficient...*

A: Classroom management is part of the CLASS tool so it is addressed in the coaching when working on dimensions within that Domain of Classroom Management.

The CLASS is broken down into three domains: Emotional Support, Classroom Organization, and Instructional Support. It is broken down further into dimensions under each domain that the coach is focusing on.

*Question: Is the coach also responsible for evaluation?*

A: No, it's best to not integrate evaluation within a coaching role. For MTP, the coach should not be an evaluator or supervisor.

*Question: California beginning teachers participate in Induction and work with a mentor one hour each week to focus on their goal. The support is not evaluative, but there often times is a need to provide constructive feedback. Just wondered if MTP did so as well?*

A: MTP does provide constructive, positive feedback to help teachers build on and expand their strengths in building more effective classroom interactions.

MTP does not work with Induction teachers during their first year. We want the district to work the teacher for the first year. However, if it approved by the school and district, Induction teachers may participate during their second year. In other words, the research with AIR can only work with second year teachers, but MTP-S with Teachstone can work with teachers at any time.

*Question: Where can a coach become MTP trained?*

A: MTP coaches are trained through Teachstone. <https://teachstone.com/>



They are trained in the MTP model and trained separately in the CLASS framework. Teachstone is the vendor of CLASS and the MTP model. The organization arose out of the research and development of CLASS and the coaching model conducted by researchers at the University of Virginia.

*Question: Are the 3 segments always used for each coaching session?*

A: Yes ,the 3 clips from the video are the focus of the coaching session in one 2 week cycle.

*Question: Have any of the participating schools seen significant improvements with students with specific learning disabilities?*

A: Louisa County experienced gains in student achievement in year 1 on the state assessment. Unfortunately, due to the early closings last spring, we do not have state assessment data.

**Other resources suggested by attendees:**

- You can find more teacher voice about the coaching through several short videos at: <https://www.secondarycoaching.org/teacher-testimonials>
- Here is a link to Teachstone's resources for instruction during COVID - <https://teachstone.com/resources/>

**Participants' responses to panelists' comments and strategies:**

- Maintaining a non-supervisory relationship is important and helps to build trust among the coach and teacher.
- The training and MTP resources are very helpful for implementing the program. There are a lot of structures in place that help you be successful.
- Developing those relationships becomes much easier when you use the strength-based strategies. Teachers open up and are more willing to listen and trust when you praise and point out the positives.
- I like the model and would try it here in Belize.
- My teachers were nervous at first about being taped. As they realized that I was going to find their strengths, capturing effective practices, they became much more comfortable!
- Only the coach and the teacher have access to their video clips. Administrators or other teachers do not have access.



**More Learning Forward resources:**

- (New!) Use the [\*Professional Learning State and District Planner\*](#)
- Latest issue of *The Learning Professional* (Supporting Each Other) <https://learningforward.org/journal/supporting-each-other/>
- Learning Forward blog <https://learningforward.org/blog/>
- Upcoming webinars <https://learningforward.org/webinars/>