# **Explicit Instruction Course: Coaching Tip Sheet**

Course modules are designed with an expectation of that participants will have access to a classroom and support from a coach, mentor, professional learning community (PLC) leader, instructional leader, and/or course instructor. The table below describes how the coaching components outlined in the Coaching/Facilitator Guide (linked in each module on the NCII website) can be adapted for use by a coach, mentor, PLC leader, instructional leader and/or course instructor.

## If classroom access is not possible:

Use [practice-based opportunities](http://ceedar.education.ufl.edu/wp-content/uploads/2016/07/Learning_To_Teach.pdf) (e.g., microteaching and/or virtual simulations) to structure the activities where participants would have been practicing the skill with actual students.

## **Description of Roles**

1. **Coach:** school/district staff or external professional development (PD) provider formally appointed to support teacher learning
2. **Mentor:** another educator currently teaching who supports teacher learning and development
3. **PLC leader:** an educator who structures and facilitates ongoing teacher learning within a school community
4. **Instructional leader:** a school or district administrator who supports teachers to increase student learning
5. **Course/PD instructor:** an institution of higher education faculty member or PD provider

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| **Activity Type** | **Coach** | **Mentor** | **PLC/Instructional leader** | **Course/PD instructor** |
| **Discussion Board Post** | As described in Coaching/Facilitator Guide  | Write down response and discuss in 1:1 meeting | Write down response and discuss among teaching group | * Post on learning management system (LMS) with reflection from peers and/or instructor
* Share/discuss over email, Google Docs
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| **Journal Entry** | As described in Coaching/Facilitator Guide | Write down response and discuss in 1:1 meeting | Write down response and discuss among teaching group | * Post on LMS with reflection from peers and/or instructor
* Share/discuss over email, Google Docs
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| **Classroom Application** | As described in Coaching/Facilitator Guide | * Record video of teaching for mentor
* Mentor can observe classroom application
 | * Record video of teaching for PLC/Instructional leader
* PLC/Instructional leader can observe classroom application
 | * Video record activity and send to instructor
* Assign Graduate Students/ teacher leaders in the field to support course participants
* When using technology, provide task analysis/steps for teachers to follow (i.e., how to record, download, and share video) to ensure accuracy
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| **Quizzes** | As described in Coaching/Facilitator Guide | * Debrief with mentor
* Self-debrief with video
 | * Debrief with PLC/Instructional leader and/or peer
* Self-debrief with video
 | * Debrief with instructor and/or peer(s)
* Self-debrief with video
* Instructor provides feedback (and grade for courses with grade requirement)
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| **Partner Work** | As described in Coaching/Facilitator Guide | Work with a mentor | Work with PLC/Instructional leader, or with other teachers | Work with instructor and/or peer(s) |