

# Coaching with Intention for Instructional Growth

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Sherry St. Clair is the founder of Reflective Learning LLC, an educational consulting agency based in Kentucky. Her organization works with schools around the world, creating specialized training and coaching services for school administrators and educators. She holds a master's degree in Instructional Leadership, as well as a Rank I in Instructional Supervision.

Sherry has served as a Senior Consultant for the International Center for Leadership in Education and Houghton Mifflin Harcourt. As an international consultant, Sherry draws from her rich experience at various levels of public education—teaching elementary school, being an administrator in a high school of 1,300 students, working as a state consultant, and creating and facilitating virtual courses. Sherry is a highly regarded international speaker and consultant, providing educational agencies with expertise in the areas of instructional leadership, effective classroom practices, classroom walkthroughs, effective use of data and guidance on how to create structures for successful classroom coaching. Coaching schools to best meet the needs of all students is Sherry's passion.

Sherry developed virtual instructional workshops for the CTE Technical Assistance Center of New York. In partnership with the Successful Practices Network, Houghton Mifflin Harcourt, and The School Superintendent Association (AASA), Sherry worked to bring innovative practices to scale. Additionally, through Georgia Association of Educational Leaders, Sherry has facilitated Literacy Leadership Institutes for the past four years. This work has enabled district leaders, school administrators and instructional coaches an opportunity to focus on leading research-based literacy improvements in their schools and communities.

Sherry is a contributing author to Effective Instructional Strategies Volume 2 published by the International Center for Leadership in Education and 100 No-Nonsense Things that All Teachers Should Stop Doing. She has published numerous professional learning activity guides and facilitated webinar series focused on leadership and effective instructional practices. Her publication, Coaching Redefined: A Guide to Leading Meaningful Instructional Growth, was released in June of 2019 and has been utilized by instructional leaders all over the world. Her new book, Intentional Instructional Moves, was released in October 2024.

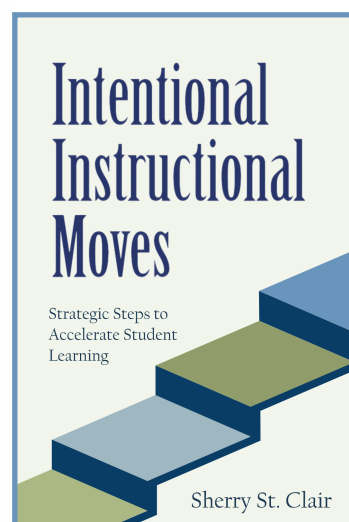
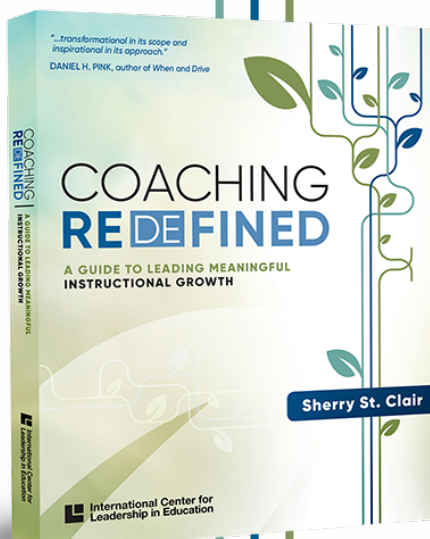
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## Listening Tour Questions



### *Questions to ask teachers about themselves:*

- What are your strengths as a teacher?
- In what ways would you like to grow professionally? What, if anything, has stood in the way of your professional growth and ability to meet goals?
- How can we improve learning for your students?
- How do you hear the voices of your students in your classroom?
- How do you know students are learning in your classroom?
- What has been the most meaningful professional learning experience you've had? Why was it so meaningful to you? How did it help you change instruction?
- Have you been involved in coaching before, and how did you come to get involved in it? What did you think of the experience? How do you feel about having a coach now? (This series of questions will require extra reassurance that the more honest teachers are in their answers, the more they will get out of their experience with you.)
- Is there anything else you feel I should know to help me serve you best as your coach?

### *Questions to ask teachers about school culture:*

- What do you feel is the greatest strength of the school?
- Do you feel your school is growing, evolving, and improving?
- What aspect of the school needs to grow the most and why?
- How do you hear the voices of students in the school?
- How do you hear the voices of parents and the community in the school?
- Is equity important in your school? If so, how is it addressed?
- How do you feel the school prepares students for careers and college?
- How do you feel supported in your professional growth and development? Who or what is most supportive?
- How do you feel about the demands currently placed on you and your colleagues? Are they reasonable or do they feel impossible to meet? Please explain.
- Would you describe the school as one that sticks with a few initiatives or one that cycles through many initiatives? Please explain.
- What resources are you most grateful to have? What resources do you wish you had?

## Listening Tour Questions

Continued from previous page

### *Questions to ask students about their learning:*

- Do your classes feel hard to you? If they are hard, what makes them hard? If they are easy, what makes them easy?
- Do you know why you're learning what you're learning?
- Do you think what you are learning will be helpful to you in your future, while you're still in school, and after you've graduated?
- Do you feel that your school values and rewards academics or sports or both? Or something else?
- Are your learning successes celebrated? If so, how?
- When you are in a class where you are having fun, being challenged, and learning a lot, what about the class makes it so engaging?
- When you are bored in school, why are you bored?

### *Questions to ask students about school culture:*

- What makes you most proud to be a student at this school?
- If you could change something about the school, what would it be?
- Do you think that the school tries to give the same opportunities to all different kinds of students? Why?
- When students have ideas, do you feel that the adults in your school are open to hearing and considering them?

### *Questions to ask parents/guardians about their child's learning:*

- Is your child's learning rigorous, where rigor can be defined as requiring complex and deep modes of thinking (e.g., analyzing, synthesizing, and/or evaluating information; creating new ideas, concepts, solutions, etc.)? If yes, what makes it rigorous?
- How relevant is your child's learning to her future? Please explain.
- How is your child academically supported at school?
- Is your child engaged in school?
- Is your child learning interpersonal/social-emotional skills and today's career skills? If yes, how are these skills taught, and which ones are taught?

## Listening Tour Questions

Continued from previous page

### *Questions to ask parents/guardians about school culture:*

- Do you feel that your voice and input are wanted, solicited, valued, and heard at the school, and how?
- Can you think of a time something at the school was changed because of parent feedback?
- Would you describe the school as one that is eager and open to changing instruction and programs as college, career, and technology demands change?
- How does the school communicate with you, and how often? What are they communicating? Are there ways they could communicate more effectively with you?
- Does the school give equal opportunity to all students? Does the school seem to value equity? If not, what makes you say this?
- Does the school show it cares about your child's emotional well-being? If yes, how do they show this?
- Do you feel the school values and rewards academics? Sports? Something else? How, and how often?
- What makes you most proud to send your child to this school?
- If you could improve one thing about the school, what would it be?
- Is there anything else you feel is important for me to know?

### *Questions to ask community members about the school:*

- In your experience, are school graduates prepared for careers?
- Do graduates show the necessary academic and technical skills for success in careers? If yes, how?
- Do graduates possess the interpersonal/social-emotional and professional skills for success in careers? If not, what are they lacking?
- Are current and past students polite and well behaved in the community? Do they show a sense of social responsibility?
- In general, do you feel confident handing over your community to the school's next generation of graduates? If so, why? If not, why not?
- In your experience, does school leadership show a sincere concern for the achievement and wellbeing of its students and their capacity to be productive members of your community?
- If you have ever tried to engage with school leadership to bring forth improvement and change, do you generally find them open to ideas and collaboration?

# Most Valuable Career Skills by 2025

Per the annual World Economic Forum report, the most valuable career skills by 2025 will be the following 10 skills:

- 1. Analytical thinking and innovation:** In order to find creative solutions, you review new and possibly complicated information, examine that information to ensure it's factual, use reasoning skills to determine if the information follows a logical pattern and determine causes and effects.
- 2. Active learning and learning strategies:** Utilizing strategies that work best for you, active learning requires you to evaluate what you know, understand what you need to know and have the initiative to learn that information through various means.
- 3. Complex problem solving:** To solve complex problems requires being able to identify the problem, evaluate all pertinent information and factors, consider a range of possible solutions, think critically through different solution options and their potential outcomes, and then make a judgment as to which solution to select. A series of skills go into complex problem solving, including observation skills, analysis, creativity, innovative thinking, evaluation, perseverance, and resilience, to name some.
- 4. Critical thinking and analysis:** To think critically is to think deeply. Critical thinking requires that you first suspend judgment to evaluate all related factors and perspectives as objectively as possible. It entails taking time to think through what you might not be considering or yet seeing. Reason, logic, and judgment are all used to analyze and evaluate information to, ultimately, probe far beyond the surface of the matter at hand.
- 5. Resilience, stress tolerance and flexibility:** Through self-management, you are able to develop coping mechanisms to overcome and adapt to challenges in a healthy manner. By strengthening the five pillars of resistance- self-awareness, mindfulness, self-care, positive relationship and purpose -you can be more emotionally, mentally and behaviorally flexible and adjust to both the internal and external demands.

6. **Creativity, originality and initiative:** To be creative is to imagine something new from the information and data available. Creativity emerges from a capacity to view the world differently, connect seemingly disconnected dots, and unearth unseen patterns to conceive something new. To be creative is to apply critical thinking and empathy to imagine experiences, ideas, and things from other perspectives. With your creative skills, you take the initiative to make something original.
7. **Leadership and social influence:** Through the use of leadership skills-trustworthiness, reliability, organization skills, interpersonal and social skills- you are able to maximize the efforts of those around you towards the accomplishment of a common goal.
8. **Reasoning, problem-solving and ideation:** In a logical way, you are able to understand the problem and move from a hypothesis to a conclusion. You use information to solve complex problems and generate logical and potential solutions.
9. **Technology, design and programming:** Utilizing a combination of text, graphics and style elements, you are able to logically and purposefully create new technologies.
10. **Technology use, monitoring, and control:** technologies Remotely, you are able to monitor and manage technology to ensure it is working properly at all times. If it is not working properly, you are able to utilize problem-solving skills in order to fix it.

# Visible Learning<sup>plus</sup> 250+ Influences on Student Achievement

STUDENT	ES
<b>Prior knowledge and background</b>	
Field independence	0.68
Non-standard dialect use	-0.29
Piagetian programs	1.28
Prior ability	0.94
Prior achievement	0.55
Relating creativity to achievement	0.40
Relations of high school to university achievement	0.60
Relations of high school achievement to career performance	0.38
Self-reported grades	1.33
Working memory strength	0.57
<b>Beliefs, attitudes and dispositions</b>	
Attitude to content domains	0.35
Concentration/persistence/ engagement	0.56
Grit/incremental vs. entity thinking	0.25
Mindfulness	0.29
Morning vs. evening	0.12
Perceived task value	0.46
Positive ethnic self-identity	0.12
Positive self-concept	0.41
Self-efficacy	0.92
Stereotype threat	0.33
Student personality attributes	0.26
<b>Motivational approach, orientation</b>	
Achieving motivation and approach	0.44
Boredom	-0.49
Deep motivation and approach	0.69
Depression	-0.36
Lack of stress	0.17
Mastery goals	0.06
Motivation	0.42
Performance goals	-0.01
Reducing anxiety	0.42
Surface motivation and approach	-0.11
<b>Physical influences</b>	
ADHD	-0.90
ADHD – treatment with drugs	0.32
Breastfeeding	0.04
Deafness	-0.61
Exercise/relaxation	0.26
Gender on achievement	0.08
Lack of illness	0.26
Lack of sleep	-0.05
Full compared to pre-term/low birth weight	0.57
Relative age within a class	0.45

CURRICULA	ES
<b>Reading, writing and the arts</b>	
Comprehensive instructional programs for teachers	0.72
Comprehension programs	0.47
Drama/arts programs	0.38
Exposure to reading	0.43
Music programs	0.37
Phonics instruction	0.70
Repeated reading programs	0.75
Second/third chance programs	0.53
Sentence combining programs	0.15
Spelling programs	0.58
Visual-perception programs	0.55
Vocabulary programs	0.62
Whole language approach	0.06
Writing programs	0.45
<b>Math and sciences</b>	
Manipulative materials on math	0.30
Mathematics programs	0.59
Science programs	0.48
Use of calculators	0.27
<b>Other curricula programs</b>	
Bilingual programs	0.36
Career interventions	0.38
Chess instruction	0.34
Conceptual change programs	0.99
Creativity programs	0.62
Diversity courses	0.09
Extra-curricula programs	0.20
Integrated curricula programs	0.47
Juvenile delinquent programs	0.12
Motivation/character programs	0.34
Outdoor/adventure programs	0.43
Perceptual-motor programs	0.08
Play programs	0.50
Social skills programs	0.39
Tactile stimulation programs	0.58

HOME	ES
<b>Family structure</b>	
Adopted vs non-adopted care	0.25
Engaged vs disengaged fathers	0.20
Intact (two-parent) families	0.23
Other family structure	0.16
<b>Home environment</b>	
Corporal punishment in the home	-0.33
Early years' interventions	0.44
Home visiting	0.29
Moving between schools	-0.34
Parental autonomy support	0.15
Parental involvement	0.50
Parental military deployment	-0.16
Positive family/home dynamics	0.52
Television	-0.18
<b>Family resources</b>	
Family on welfare/state aid	-0.12
Non-immigrant background	0.01
Parental employment	0.03
Socio-economic status	0.52

SCHOOL	ES
<b>Leadership</b>	
Collective teacher efficacy	1.57
Principals/school leaders	0.32
School climate	0.32
<b>School resourcing</b>	
External accountability systems	0.31
Finances	0.21
<b>Types of school</b>	
Charter schools	0.09
Religious schools	0.24
Single-sex schools	0.08
Summer school	0.23
Summer vacation effect	-0.02
<b>School compositional effects</b>	
College halls of residence	0.05
Desegregation	0.28
Diverse student body	0.10
Middle schools' interventions	0.08
Out-of-school curricula experiences	0.26
School choice programs	0.12
School size (600-900 students at secondary)	0.43
<b>Other school factors</b>	
Counseling effects	0.35
Generalized school effects	0.48
Modifying school calendars/timetables	0.09
Pre-school programs	0.28
Suspension/expelling students	-0.20

The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

## Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*





# Visible Learning<sup>plus</sup> 250+ Influences on Student Achievement

CLASSROOM	ES
<b>Classroom composition effects</b>	
Detracking	0.09
Mainstreaming/inclusion	0.27
Multi-grade/age classes	0.04
Open vs. traditional classrooms	0.01
Reducing class size	0.21
Retention (holding students back)	-0.32
Small group learning	0.47
Tracking/streaming	0.12
Within class grouping	0.18
<b>School curricula for gifted students</b>	
Ability grouping for gifted students	0.30
Acceleration programs	0.68
Enrichment programs	0.53
<b>Classroom influences</b>	
Background music	0.10
Behavioral intervention programs	0.62
Classroom management	0.35
Cognitive behavioral programs	0.29
Decreasing disruptive behavior	0.34
Mentoring	0.12
Positive peer influences	0.53
Strong classroom cohesion	0.44
Students feeling disliked	-0.19

TEACHER	ES
<b>Teacher attributes</b>	
Average teacher effects	0.32
Teacher clarity	0.75
Teacher credibility	0.90
Teacher estimates of achievement	1.29
Teacher expectations	0.43
Teacher personality attributes	0.23
Teacher performance pay	0.05
Teacher verbal ability	0.22
<b>Teacher-student interactions</b>	
Student rating of quality of teaching	0.50
Teachers not labeling students	0.61
Teacher-student relationships	0.52
<b>Teacher education</b>	
Initial teacher training programs	0.12
Micro-teaching/video review of lessons	0.88
Professional development programs	0.41
Teacher subject matter knowledge	0.11

TEACHING: Focus on student learning strategies	ES
<b>Strategies emphasizing student meta-cognitive/self-regulated learning</b>	
Elaboration and organization	0.75
Elaborative interrogation	0.42
Evaluation and reflection	0.75
Meta-cognitive strategies	0.60
Help seeking	0.72
Self-regulation strategies	0.52
Self-verbalization and self-questioning	0.55
Strategy monitoring	0.58
Transfer strategies	0.86
<b>Student-focused interventions</b>	
Aptitude/treatment interactions	0.19
Individualized instruction	0.23
Matching style of learning	0.31
Student-centered teaching	0.36
Student control over learning	0.02
<b>Strategies emphasizing student perspectives in learning</b>	
Peer tutoring	0.53
Volunteer tutors	0.26
<b>Learning strategies</b>	
Deliberate practice	0.79
Effort	0.77
Imagery	0.45
Interleaved practice	0.21
Mnemonics	0.76
Note taking	0.50
Outlining and transforming	0.66
Practice testing	0.54
Record keeping	0.52
Rehearsal and memorization	0.73
Spaced vs. mass practice	0.60
Strategy to integrate with prior knowledge	0.93
Study skills	0.46
Summarization	0.79
Teaching test taking and coaching	0.30
Time on task	0.49
Underlining and highlighting	0.50

TEACHING: Focus on teaching/instructional strategies	ES
<b>Strategies emphasizing learning intentions</b>	
Appropriately challenging goals	0.59
Behavioral organizers	0.42
Clear goal intentions	0.48
Cognitive task analysis	1.29
Concept mapping	0.64
Goal commitment	0.40
Learning goals vs. no goals	0.68
Learning hierarchies-based approach	0.19
Planning and prediction	0.76
Setting standards for self-judgement	0.62
<b>Strategies emphasizing success criteria</b>	
Mastery learning	0.57
Worked examples	0.37
<b>Strategies emphasizing feedback</b>	
Classroom discussion	0.82
Different types of testing	0.12
Feedback	0.70
Providing formative evaluation	0.48
Questioning	0.48
Response to intervention	1.29
<b>Teaching/instructional strategies</b>	
Adjunct aids	0.32
Collaborative learning	0.34
Competitive vs. individualistic learning	0.24
Cooperative learning	0.40
Cooperative vs. competitive learning	0.53
Cooperative vs. individualistic learning	0.55
Direct instruction	0.60
Discovery-based teaching	0.21
Explicit teaching strategies	0.57
Humor	0.04
Inductive teaching	0.44
Inquiry-based teaching	0.40
Jigsaw method	1.20
Philosophy in schools	0.43
Problem-based learning	0.26
Problem-solving teaching	0.68
Reciprocal teaching	0.74
Scaffolding	0.82
Teaching communication skills and strategies	0.43

TEACHING: Focus on implementation method	ES
<b>Implementations using technologies</b>	
Clickers	0.22
Gaming/simulations	0.35
Information communications technology (ICT)	0.47
Intelligent tutoring systems	0.48
Interactive video methods	0.54
Mobile phones	0.37
One-on-one laptops	0.16
Online and digital tools	0.29
Programmed instruction	0.23
Technology in distance education	0.01
Technology in mathematics	0.33
Technology in other subjects	0.55
Technology in reading/literacy	0.29
Technology in science	0.23
Technology in small groups	0.21
Technology in writing	0.42
Technology with college students	0.42
Technology with elementary students	0.44
Technology with high school students	0.30
Technology with learning needs students	0.57
Use of PowerPoint	0.26
Visual/audio-visual methods	0.22
Web-based learning	0.18
<b>Implementations using out-of-school learning</b>	
After-school programs	0.40
Distance education	0.13
Home-school programs	0.16
Homework	0.29
Service learning	0.58
<b>Implementations that emphasize school-wide teaching strategies</b>	
Co- or team teaching	0.19
Interventions for students with learning needs	0.77
Student support programs – college	0.21
Teaching creative thinking	0.34
Whole-school improvement programs	0.28

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# Learner Engagement, Rigor and Relevance

## Learner Engagement

### Emotional engagement

How a student feels about the learning and herself in it. When a child is emotionally engaged, she feels safe in the environment, comfortable taking risks, and believes in the purpose and value of the learning.

### Cognitive engagement

What the student is thinking about while in the classroom. When the student is thinking about the content, he is cognitively engaged; when he's thinking about something that someone said earlier in the day or what happened last night at home, he is not. Cognitive engagement is accessible through emotional engagement and is dependent on the learning task or instructional strategy the teacher is using.

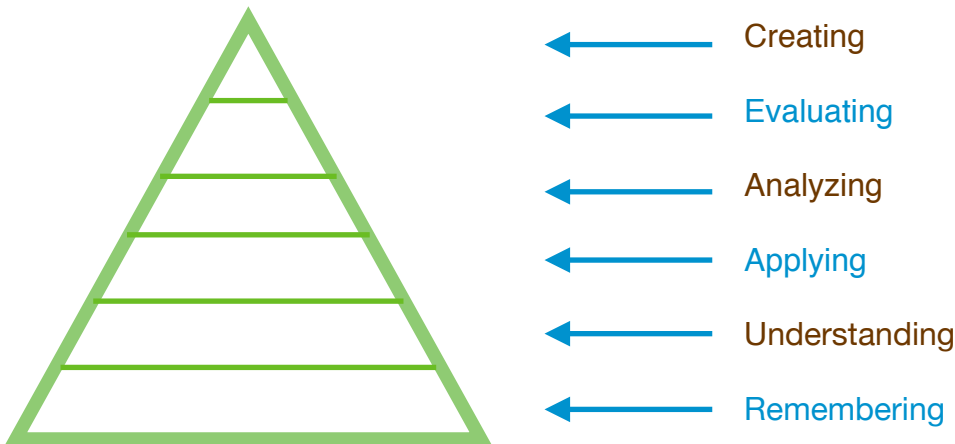
### Behavioral engagement

What the student is doing. Behavioral engagement is the most observable type of engagement, as the teacher can see if a student is doing the work as intended or is off task or distracted.

## Rigor

Rigor refers to the level of thinking required to accomplish the task and/or answer the question.

### Bloom's Taxonomy



## Relevance

### Personal Relevance

Learning that addresses an individual's aspirations, interests, and experiences. It is through this channel that we help students explore careers through the lens of their natural skills and interests.

### Cultural Relevance

Learning that incorporates cultures and student backgrounds. It is through this channel that we teach our students that their culture and heritage are valuable, valued, and provide them unique perspectives and insights into the world they can apply to enrich a range of circumstances. Cultural relevance is a profound and accessible way to promote equity, which in turn instills confidence in our students.

### Global Relevance

Learning that incorporates real-world challenges, problems, and circumstances. It is through this channel that we show how knowledge and skills connect to the broader world.

## Coaching Conversation

Teacher Name	
Goal	
Observation Day and Time	
Summary of Collaborative Conversation	
Resources Shared	
Action Steps	



## Reflecting on Instruction

What strengths were noted?

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Based on research, what could benefit the students and teacher?

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What intentional steps would need to take place in order for the research to be implemented?

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## Coaching and Observing Learner Engagement Reflection Questions

<b>Behavioral Engagement</b>	
Active Participation	<p>What evidence demonstrates that students stay on task and actively engaged during the entire lesson?</p> <p>To what extent is class time utilized wisely with minimal disruptions or lost instructional time?</p> <p>What evidence demonstrates that students monitor and adjust their own participation?</p> <p>What evidence demonstrates that students correct each other respectfully when off-task?</p>
Learning Environment	<p>To what degree are the classroom learning procedures and routines well established yet remain flexible to adapt to the learning task as needed?</p> <p>What evidence demonstrates that students persevere through productive struggle?</p> <p>How effectively do students transition from one learning task to another?</p> <p>To what extent do students pay attention to the details of their learning tasks?</p> <p>To what extent are students using class time wisely?</p> <p>What evidence demonstrates that students have a clear understanding of the teacher's expectations?</p>
Formative Processes and Tools	<p>To what degree do students demonstrate the ability to share responsibility for their learning?</p> <p>To what extent are formative assessment results used to adjust instruction immediately?</p> <p>How is differentiation utilized in the classroom and to what extent?</p> <p>Are students aware of the criteria that will be used to assess their learning?</p> <p>What evidence indicates behavioral supports are in place?</p>
<b>Emotional Engagement</b>	
Active Participation	<p>How do students take ownership of learning new content?</p> <p>How do students exhibit respect for their classmates?</p> <p>How do students seek to improve their own performance?</p> <p>To what extent do students exhibit signs of valuing the content taught?</p> <p>In what ways is active participation creating opportunities for use of today's career skills, and which ones?</p> <p>To what extent is rightful presence incorporated into classroom discussion?</p> <p>To what extent do students share their thinking and learning throughout the class?</p>
Learning Environment	<p>How are students participating in the development of classroom expectations?</p> <p>To what extent do students exhibit signs of feeling safe to make mistakes?</p> <p>To what extent do students demonstrate care and respect for peers, the teacher and the learning environment?</p> <p>What evidence demonstrates that students exhibit pride in high-quality work?</p> <p>How is the learning environment promoting use of today's career skills, and which ones?</p> <p>What evidence indicates students are known and valued?</p> <p>What evidence indicates relational trust between teacher with students and students with peers?</p> <p>What evidence indicates classroom learning communities are established?</p> <p>To what extent are social and emotional skills intentionally integrated into daily practice?</p>



## Coaching and Observing Learner Engagement Reflection Questions

Formative Processes and Tools	<p>To what extent are formative assessment results used to adjust instruction immediately?</p> <p>How is differentiation utilized in the classroom and to what extent?</p> <p>Are students aware of the criteria that will be used to assess their learning?</p> <p>How are formative processes and tools contributing to the use of today's career skills, and which ones?</p> <p>What processes are in place to promote a growth mindset?</p>
<b>Cognitive Engagement</b>	
Active Participation	<p>How do students demonstrate active listening during the lesson?</p> <p>What evidence demonstrates that students monitor and adjust their own participation?</p> <p>What evidence demonstrates that students utilize collaborative thinking to accomplish assignments?</p> <p>What evidence demonstrates that students are given opportunities to interact and collaborate with peers?</p> <p>To what extent do students share their thinking and learning throughout the class?</p>
Learning Environment	<p>What evidence demonstrates that students are provided with timely and effective feedback to help them guide their learning?</p> <p>What evidence demonstrates that students persevere through productive struggle?</p> <p>What evidence demonstrates that high expectations are set for all students?</p> <p>What evidence indicates students are learning how to learn?</p>
Formative Processes and Tools	<p>What evidence indicates that students demonstrate mastery of content through opportunities to self-reflect and set goals?</p> <p>What evidence demonstrates that students understand and can articulate how their work is assessed?</p> <p>How do assessment results indicate that students are exceeding expected outcomes?</p> <p>To what extent are formative assessment results used to adjust instruction immediately?</p> <p>How is differentiation utilized in the classroom and to what extent?</p> <p>Are students aware of the criteria that will be used to assess their learning?</p> <p>To what extent are students given questions that require higher order thinking?</p>



# Intentional Instructional Moves

Strategic Steps to  
Accelerate Student  
Learning

## Companion Guide

Chapter 4: Behavioral Engagement  
Intentional Step One





## Chapter 4

### Intentional Step One: Improve Student Behavior During Group Work

As discussed, it's important to design group work such that students understand its purpose and can see the benefits of learning from their peers. Building on the cognitive aspects of group work, teachers can also focus on student behaviors. Be clear about the activity's objectives and how students will work together. Offer guidelines for conversing with their peers respectfully, assign roles and divide the labor, and ensure all group members feel included and engaged. See Chapter 15 for more ideas on promoting productive group work.

#### Strategy 1: Teach Students Collaborative Techniques

There are a range of collaborative techniques teachers can use to improve student behavior during group work. This section will cover three: Group Roles and Responsibilities, Group Guidelines, and Sentence Starters.

- 1. Group Roles and Responsibilities** - The teacher gives students a handout at the beginning of group work that includes a list of roles and responsibilities for group members, such as leader, manager, recorder, and spokesperson. Students divide the roles and perform their duties as appropriate to the task. For an example of the Group Roles and Responsibilities tool, see the corresponding handout.

Assigning specific roles and responsibilities helps keep students on task and ensures all group members are aligned on the specific learning goals. These roles make students accountable for their learning and to each other, which deepens emotional engagement. Students can also practice self-regulation (.52), positive peer influence (.52), complex problem solving, and social awareness.

**2. Group Guidelines** - Before assigning group work, the teacher gives students a Group Guidelines sheet that outlines behavioral expectations for group members as they collaborate on a task. The teacher reviews the rules with students and ensures they understand them. As the work begins, the sheet is displayed as a reference for each group. While students perform the task, the teacher circulates the room and offers assistance. Students will take notes on the sheet depicting how well their group follows the guidelines and stays on task. Afterward, students also assess their behavior on the same sheet and turn it in to the teacher. See the “Group Guidelines” handout for an example of what this might look like.

This strategy provides clear standards for students as they move through group work (.47). It also keeps students on task, allows them to reflect on their behavior, and reinforces self-awareness, self-management, and responsible decision making.

**3. Sentence Starters** - One approach to modeling collaborative class discussions is to give students Sentence Starters. These conversation-starter questions help students learn to have more meaningful and rigorous peer-to-peer academic discussions. For a more detailed breakdown of this exercise, see the following chapter on rigor.

# Intentional Instructional Moves

Strategic Steps to  
Accelerate Student  
Learning

## Companion Guide

Chapter 4: Cognitive Engagement  
Intentional Step One



## Chapter 4

### **Intentional Step One: Encourage Students to Think More Deeply About the Content.**

Let's say the teacher observes students answering lower-level rigor questions. The students are engaged and actively participating, but the teacher wants to promote higher levels of thinking and higher-level tasks. For this intention, the goal is to encourage students to progress to deeper levels of thinking, as described in Bloom's Revised Taxonomy, while also promoting higher levels of engagement (Yang, 2020). Students should be practicing mental skills that allow them to demonstrate their knowledge and depth of learning.

#### Strategy 1: High-Quality Work Samples

The teacher gives students several high-quality samples of student work to illustrate how they might approach the task. For instance, the teacher can provide an example of how Student A solved the problem. Then, they can share Student B's approach and Student C's idea. After, the students form groups and have an academic discussion analyzing the three choices. As they explore each one, students will ask high-level questions and decide which option they think is best and why.

This strategy helps students think through the problem and compare and contrast potential solutions. They must analyze and evaluate the different options and provide reasoning to justify their choices. Academic discussions have a high effect size of .82 and promote active learning strategies, self-management, critical thinking, and social awareness skills. This strategy also works for rigor.

## Group Roles and Responsibilities

Date: \_\_\_\_\_ Group Members: \_\_\_\_\_

\_\_\_\_\_



**Leader:** The leader is responsible for leading group discussion and encouraging everyone to be a part of the group's decisions. They make sure everyone is respected. They also make sure everyone gets a chance to speak and participate. In our group, the leader is

**Manager:** The manager is responsible for keeping the group focused on the task. They encourage all group members to complete their portion of the task by the decided deadline. They also gather any materials the group needs to complete the task and collect the group's work at the end of each class. In our group, the manager is

**Recorder:** The recorder is responsible for recording who is present during group work, the group's decisions, and any answers to the group's questions. In our group, the recorder is

**Spokesperson:** The spokesperson is responsible for investigating any questions had by the group. They will also share the group's ideas with the rest of the class when necessary. In our group, the spokesperson is

## Jigsaw

Name \_\_\_\_\_

Date \_\_\_\_\_

Text \_\_\_\_\_

Group Members \_\_\_\_\_

**Directions:** As you carefully read the text, write down important information about your topic and the page where the information was found. Once all group members are finished reading, each will share what they learned with the rest of the group.



Important Information		Page
1		
2		
3		
4		
5		
Important Information from Group Members		Page
1		
2		
3		
<b>Summary of Article:</b>		

## Reciprocal Teaching



<p><b>Predict</b> What do you think will happen? Why do you believe that will happen?</p>	<p><b>Summarize</b> What are the most important ideas from the text?</p>
<p><b>Questions</b> What questions can you ask to ensure the group understands the most important information?</p>	<p><b>Clarify</b> What vocabulary terms are new or unclear?</p>

# Trade A Thought

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My thought:**

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**Classmate's thought:**

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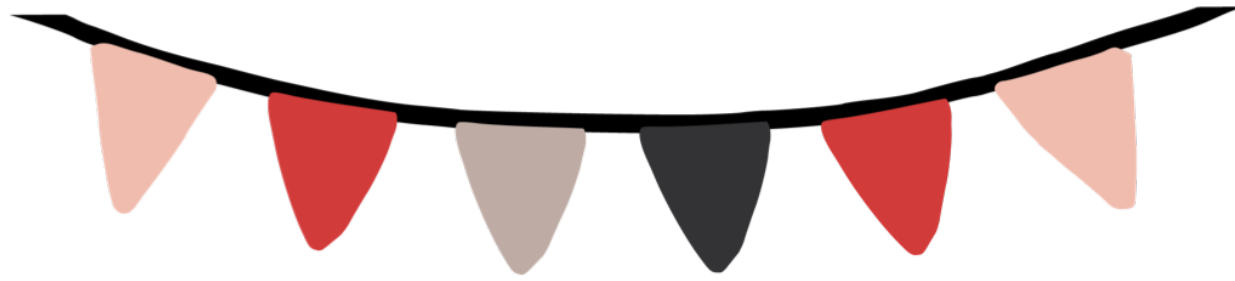
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**Classmate's thought:**

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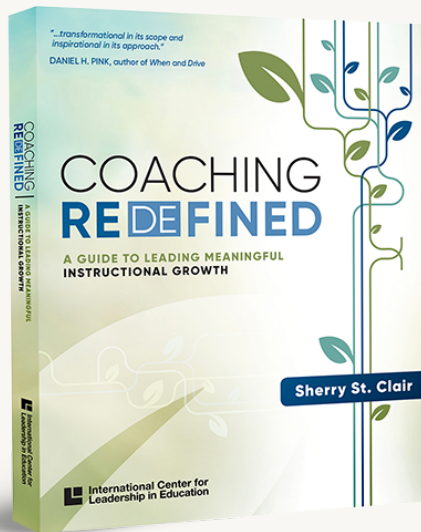


THANK YOU  
for being AWESOME!



# Resources for Instructional Growth

## Need help setting up a coaching culture in your school?



### Written for instructional leaders-administrators and coaches

Explores components of effective instructional coaching in schools

#### Topics included:

- How to design an effective and sustainable coaching culture
- How to lead school-wide change
- Best practices for great coaches
- Scenarios to reflect on instructional growth

## Need help implementing effective instruction to accelerate student learning?

### Written for teachers and instructional leaders

Breaks down components of effective classroom instruction and the intentional steps needed to implement each component effectively in order to accelerate student learning.

Includes a complimentary virtual companion guide that outlines strategies for each step and over 50 ready-to-use classroom tools.

#### Topics included:

classroom management, rigor, engagement, student discourse, group work, relevance, direct instruction, student presentations, scaffolding and much more!

