



Coaching Your Classroom

BOOK STUDY

with Solution Tree

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SESSION ONE

Session one will provide an overview of how to create and maintain a culture of learning in the classroom through coaching and the use of effective feedback. By using learning-centered language, positive relationships are fostered, and the environment is focused on learning for every student. This session will provide examples of how to transition from teacher to coach, use positive language in the classroom, and individualize feedback to create a culture of learning and maximize student achievement.

SESSION TWO

Session two will move from the general cultural aspects of feedback to the practical application. The focus will be on how to craft high-quality feedback. Processes and examples will highlight the essential components of effective feedback. Different types of feedback will be discussed and which are the most beneficial to students and their learning. In order to coach students to proficiency, the feedback needs to be targeted, student friendly, and growth oriented!

SESSION THREE

Session three will keep in mind the characteristics and types of feedback from the last session and transition them to specific delivery methods to ensure success and coaching for all. Whether working with a struggling learner or one who hits proficiency early, adopting a feedback method allows each learner to get the coaching he or she needs. Eight different practical and effective methods will be presented, with examples to support teachers with management of feedback. When feedback methods are used effectively, students receive a digestible amount of information to move their learning forward.

SESSION FOUR

The final session will speak to how to ensure a productive response from students, completing the feedback loop. Feedback is not effective unless students take action, thus we will explore different ways that students react to feedback. Students must understand that responding to feedback is not a choice; action is imperative to learn. Ensuring productive responses from students propels the feedback loop and further supports the idea of feedback as an ongoing conversation between the students and the teacher.