

MQI COACHING

Welcome!

MQI Coaching: Tips for Virtual Coaching

SAMANTHA BOOTH | CLAIRE GOGOLEN



Making virtual coaching *work for teachers*

Since 2014, MQI Coaching has supported math teachers through virtual coaching and reflecting on videos of instruction. As teachers across the U.S. prepare for remote teaching this school year, we're sharing our best practices and practical advice for approaching remote teaching as an opportunity for—rather than a barrier to—instructional growth. This shift in perspective is crucial as the pandemic exacerbates existing educational inequities and threatens the long-term success of already at-risk students.



The story of the MQI

- Research tool, developed by Dr. Heather Hill and colleagues
- Feedback from our MQI raters
- MQI PD (small group PLCs)
- MQI Coaching research study (virtual 1:1 coaching)
- MQI Coaching services
 - E-Coaching for teachers
 - Coach Training
- More research & development

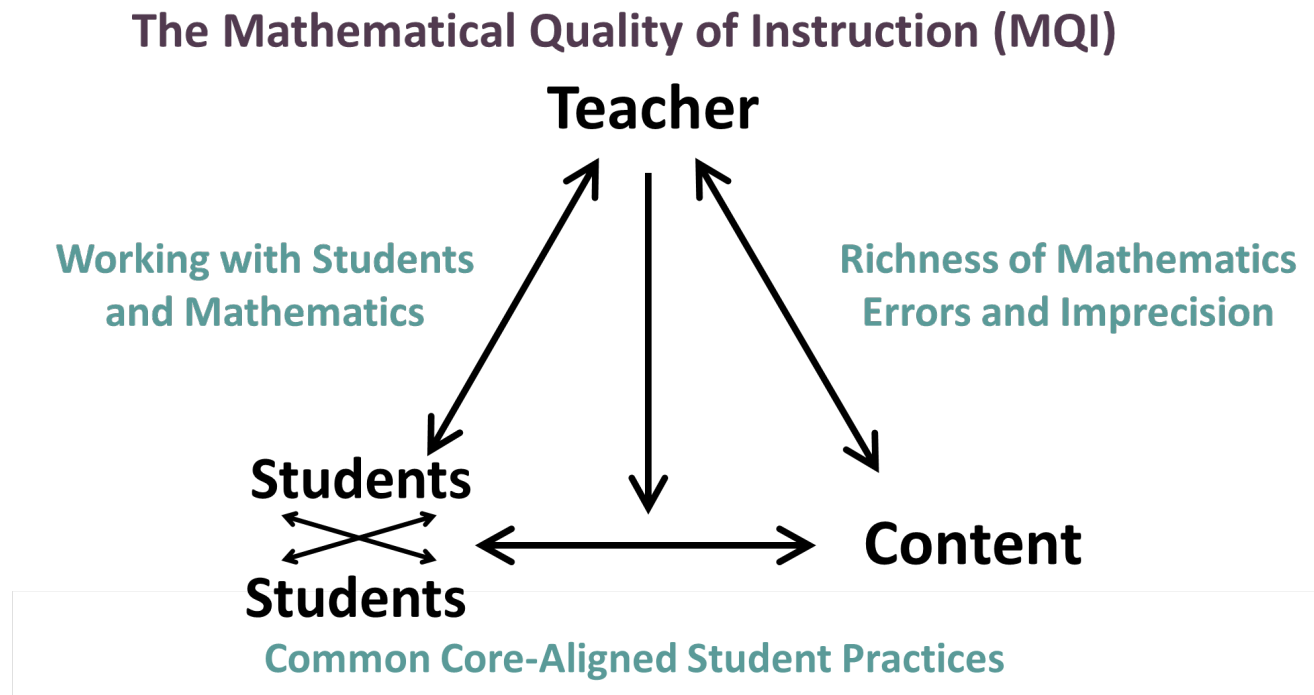


Image adapted from Cohen, Raudenbush, & Ball (2003)

Resource: Making virtual coaching work for teachers

Resource is available on our website – mqicoaching.org



Building and maintaining strong relationships online – some elaboration

- Survey your teachers and ask them about their current challenges and needs
- Differentiate and individualize support
- Be open and willing to do things differently
- Consider different formats for meeting with teachers
- Create shared ownership for notetaking



Survey your teachers

- What is working well right now?
- What is challenging?
- What type(s) of support would be helpful to you right now?
- What are your goals right now?
- What time(s) are you available to meet with me next week?



MQI Coaching Collaborative Log

Coaching Conversation #__

Date of lesson:

Date of conversation:

MQI code(s) of focus:

Highlights, learnings and what's working:

Summary of our conversation &
list of elevation ideas:

Teacher's Next Steps:
Commit to one action step and get specific

Coach's Next Steps:

Date by which next video will be filmed:

Date and time of next meeting:

Using Video for Reflection: What have we learned?

- It can be an incredibly powerful tool for learning and growth!
- So, if you are used to doing a type of coaching that is logistically harder to implement right now, looking at video together might be a great place to start
- Of course, check local privacy policies before recording any video with students. You may or may not need to get permission to record instruction for coaching purposes.



Pro tips for using video

- People notice a wide variety of things, even within the same short clip of instruction, so be prepared for that!
 - What is it that you want them to notice?
 - Prepare a question in advance that will help them notice the evidence in the clip that you hope they will see.
- Let the teacher choose when (and if) to record
- Model first with video from other sources (your own, or stock video)
- Keep the clips short and focus on evidence when you discuss
- Let the teacher guide their own reflection: ask don't tell
- Be aware that many teachers are their own toughest critics!



Question from Registration form:

What strategies can we use to establish a relationship where teachers feel safe to share video of their classroom?



Feeling safe to share their own video

- Emphasize your intent to support
- Give teachers agency over when they record and what they share
- Model how we talk about any video of instruction with respect
- Focus on “instruction” and not the “teacher”
- Focus on evidence and not judgment
- Start by attending to what students are saying and doing in the video
- Pick clips that highlight an instructional practice that is working well, particularly for online teaching (we need to share best practices!)
- Model the vulnerability you hope to see



Norms for discussing instruction using the MQI

- “Take off your glasses, put on ours”
- Respect for teachers in these videos
- Respect for teachers generally
 - Assume the best –
 - Do not assume an error unless you are certain it has been made
 - Recognize that even the best teachers make occasional missteps or have less than perfect instruction
 - Recognize that each teacher has strengths and weaknesses
- Criterion \neq perfect instruction
 - Impossible to enact
 - Instead, faithfully capture what happened in the lesson



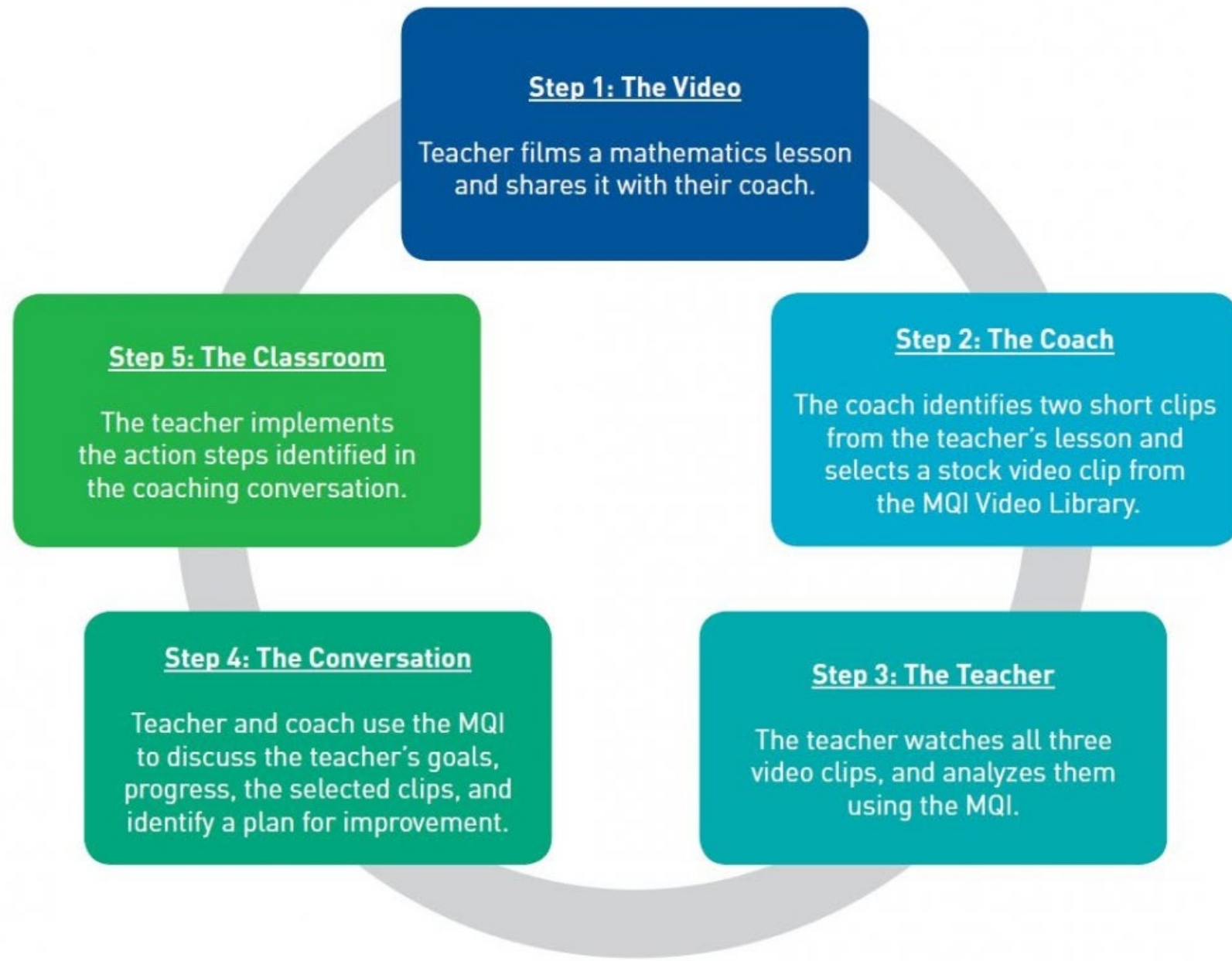
Question from Registration form:

How can I conduct a coaching cycle while teaching and coaching from home?



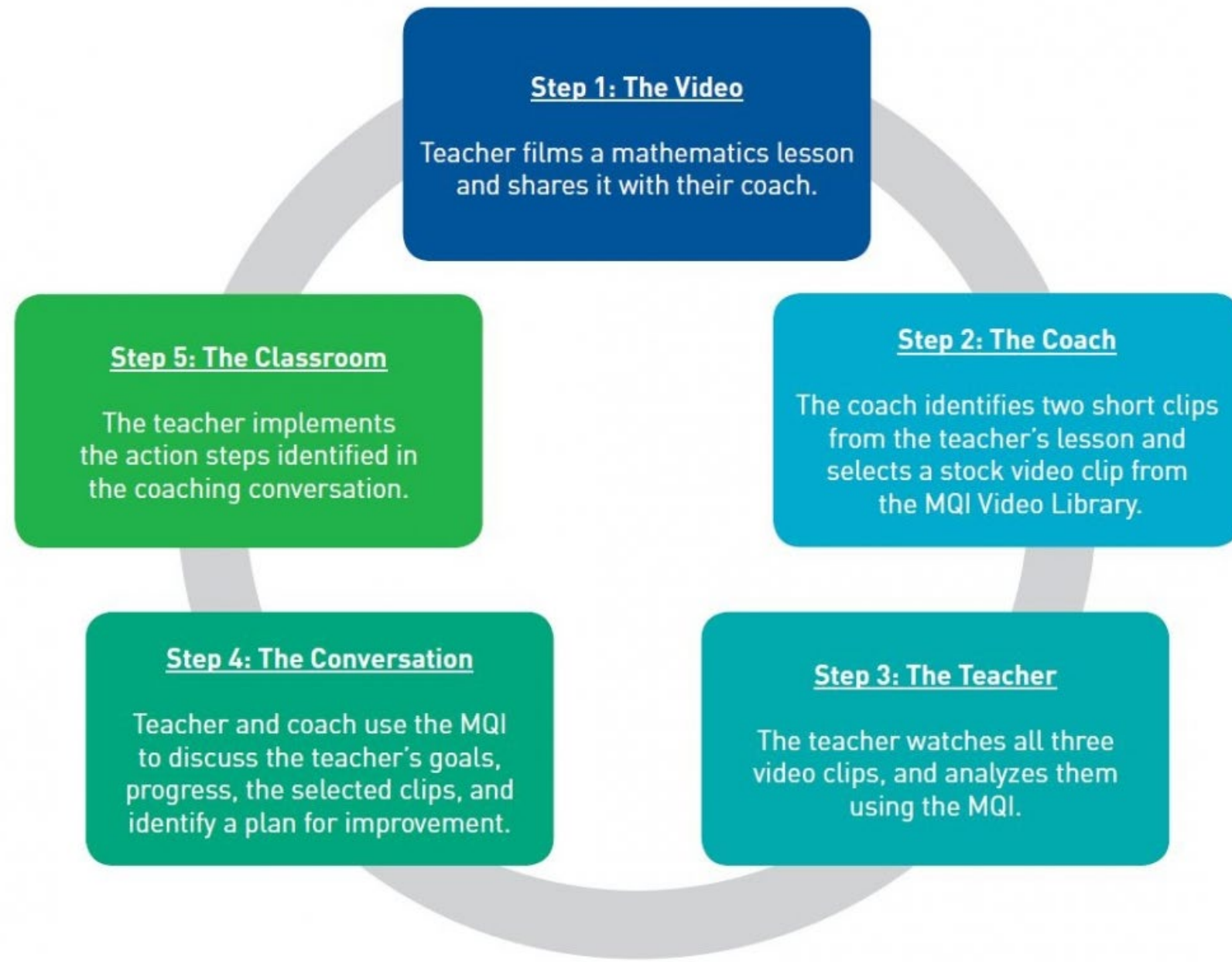
The MQI Coaching Cycle was designed to be done remotely.

It has been adapted to also be done in person.



If teaching & coaching are both virtual:

- **Step 1:** Recording virtual instruction instead of live classroom is easier. Just hit record and turn on auto-transcribe!
- **Steps 2-3:** Share the recording link
- **Step 4:** Have the meeting virtually on whatever platform you use (e.g., Zoom)
- **Step 5:** Implement virtual instruction (as you already are)

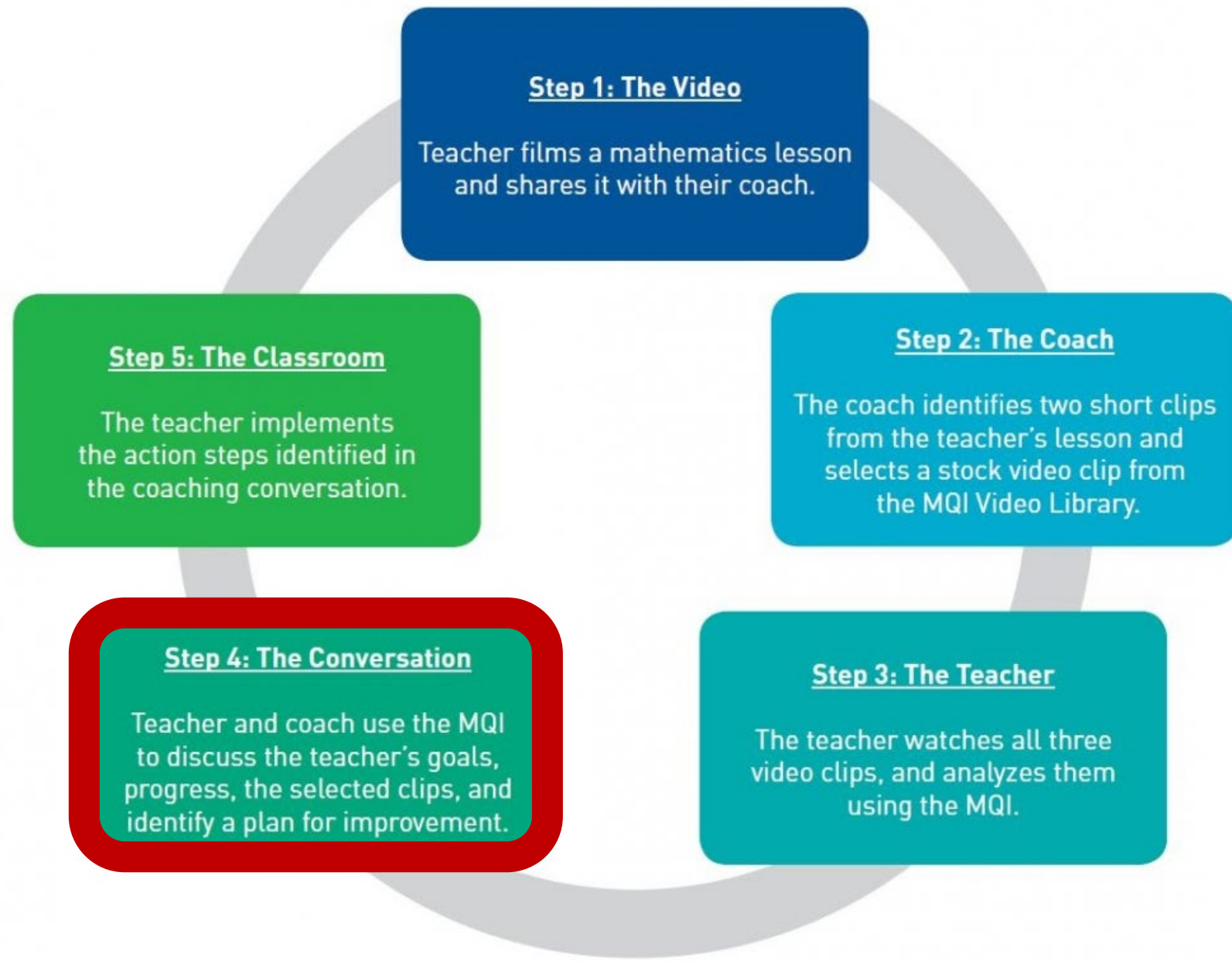


Question from Registration form:

**How are videos of teaching
debriefed?**



Step 4: The Coaching Conversation



Key features of MQI Coaching Conversations

- MQI Coaching Conversations include:
 - Review of goals and MQI Code(s) of focus
 - Describe and elevate 1 stock clip
 - Describe and elevate 2 own video clips
 - Action Steps & additions/revisions to teacher's goals
- MQI Coaching conversations are:
 - Grounded in the MQI
 - Focused on evidence
 - Teacher-driven
 - Result in specific and actionable Next Steps for improvement



Questions & Key Takeaways



MQI COACHING

Thank you! If you want to learn more:

Learn more about our coaching work: <http://mqicoaching.org>

SAMANTHA BOOTH

Center for Education Policy Research
at Harvard University

Samantha_booth@gse.harvard.edu

CLAIRE GOGOLEN

Center for Education Policy Research
at Harvard University

Claire_gogolen@gse.harvard.edu

