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Effects of coaching on teacher use of sociocultural instructional practices

Annela Teemant ^a ... Serena Tyra ^c

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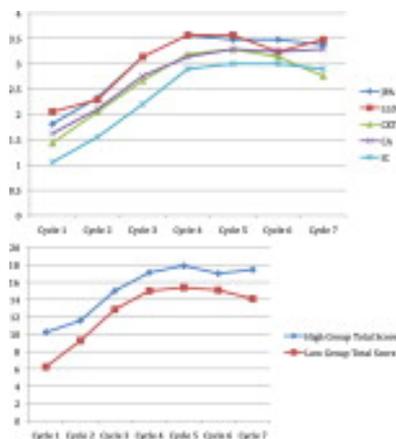
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Abstract

This study evaluates a performance-based instructional coaching model intended to improve teacher pedagogy and classroom organization for educating diverse student populations. Elementary teachers ($N = 21$) participated in a 30-h workshop and seven individual coaching sessions across an academic year. The coaching model promoted use of the Standards for Effective Pedagogy, five research-based practices known to increase student achievement. Findings demonstrate performance-based instructional coaching led to statistically significant (a) improvements in teacher pedagogy, (b) patterns of teacher growth, and (c) changes in classroom organization. Implications for improving teachers' ultimate achievement, the coaching protocol, and research are addressed.

Graphical abstract



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Highlights

- ° Performance-based instructional coaching yields significant teacher improvement.
- ° Teachers significantly increase use of small group activity centers.
- ° High and low group implementers differ in their patterns of development.
- ° Combining instructional coaching with measurable performance targets is promising.



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Keywords

Instructional coaching; Professional development; Culturally relevant pedagogy; Teacher improvement; High-risk students; Sociocultural patterns; Elementary school teachers

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