The Classroom Strategies Coaching (CSC) Model was designed to enhance special education and general education teachers’ use of evidence-based instructional and behavior management practices in high poverty elementary schools at Jersey City Public Schools. Graduate students in school psychology will be highly trained and supervised by a licensed psychologist on the structured coaching model and embedded formative assessments. This practicum is a tremendous opportunity to gain skill and experience in coaching and behavioral consultation with classroom special and general education teachers to enhance best classroom practices and student learning and social behavior.

The CSC is a brief collaborative data-driven intervention focused on using formative data to guide feedback for improving classroom wide practices and student learning and behavior. Coaches using this model work with teachers across eight (30-minute) sessions to identify goals for practice, develop implementation plans, monitor implementation, and assess progress toward practical goals. Stipends are provided to students for each assigned teacher case.

**Essential Coaching Competencies Developed:**

Students working as coaches develop competence in three primary areas (see below). These areas align with the School Program Competencies and comprise the basis of Practicum Contract activities:

1. **Students will gain and apply knowledge of research findings on effective instructional and behavior management practices.**
   - School Program Competency 2.4: Students will gain knowledge of learning and instruction, including knowledge of evidence-based teaching and behavior management practices. Students will engage in accurate and cogent interpretation of data and research, as well as generation of appropriate conclusions.
   - School Program Competency 2.1: Students will gain proficiency in defining and clarifying problems and decision situations using quantitative and qualitative information.

2. **Students will develop skill in the observation and assessment of teaching practices.**
   - School Program Competency 1.3: Providing guidance, technical assistance, and advice to teachers in defining educational needs of students, and determining viable ways for those needs to be addressed appropriately.
   - School Program Competency 1.1: Conducting assessments with accuracy, and obtaining data valid and useful for decision making and planning purposes.

3. **Students will develop skill in consultation or coaching processes, including assessing, instructing, modeling, providing feedback, and planning with teachers.**
   - School Program Competency 1.3: Providing guidance, technical assistance, and advice to teachers in defining educational needs of students, and determining viable ways for those needs to be addressed appropriately.
   - School Program Competency 4.2: Students will develop interpersonal skills effective for supporting teachers, involving respectful interaction and consideration of diverse individual backgrounds.
Training & Certification Requirements

Students receive a week of training prior to the start of coaching activities.

1. The first 3.5 to 4 days of training are dedicated to familiarization with instructional and behavior management practices identified as effective over 40 years of research on teaching and learning, and
2. The procedures for reliably administering the Classroom Strategies Assessment System (CSAS), which is an evidence-based assessment of teaching practices used in formative assessment of teaching throughout the CSC model.
3. Finally, students receive at least a full day of training in which the CSC model is reviewed at a conceptual level (an overview of the structure and sequence of the model, as well as the scientific basis underlying its design), followed by in-depth instruction on procedures and coaching/consultative skills used within each phase of coaching (e.g. introduction and goal identification, plan development, and formative evaluation and feedback).

Trainees are required to pass a brief certification test on the CSAS to demonstrate knowledge of effective teaching and behavior management strategies as well as proficiency with the CSAS observation and scoring procedures.

Supervision Requirements:

Coaches receive ongoing guidance following the initial week training sequence to support development of primary competencies, and effective use of the CSC model. Coaches meet with Drs. Linda Reddy, Elisa Shernoff, or Adam Lekwa for about 60 minutes weekly to receive supervision on coaching. During supervision meetings coaches receive guidance and feedback on goal selection for their teachers, development of implementation plans, and provision of effective modeling and feedback throughout the coaching process. Group training meetings are scheduled.

Qualifications:

Second and third year school students as well as advance standing students.

A minimum of two-cases required per semester – time commitment 1 day or 2 half days

More cases can be assigned based on student schedule.

Site of service delivery is Jersey City Elementary Schools