**Session Title:**

Strategies for Implementing Observation-Based Instructional Coaching

**Session Abstract:**

Many students of management are arriving to campus with a wider range of skills than ever before. To effectively address all students’ needs, instructors of management must be supported and trained to deliver high-quality instruction. This session will describe the structure and results of an instructional coaching pilot in which faculty members across three schools of management received targeted, personalized instructional coaching for a semester. The session will highlight how the coaching pilot was organized, specific coaching strategies implemented, and the impact of the coaching.

3. **Three Keywords**

1. Instruction
2. Coaching
3. Development

**Introduction. Provide a brief introduction that establishes the purpose and focus of the discussion. Describe what the intended outcome of the session will be and who the target audience is.**

The purpose and focus of this discussion are to highlight how to structure successful instructional coaching within the context of a management program, what specific coaching strategies to implement, and how to measure the impact of coaching.

By the end of this session, participants can expect to learn:

* Specific and actionable instructional coaching strategies they can implement at their institution
* Key components of a successful instructional coaching model
* Methods to measure the impact of instructional coaching

The target audience of this session includes instructors, faculty members, deans, department heads, and teaching and learning center staff.

**Theoretical Foundation/Teaching Implications. Briefly specify the relevant background literature that the exercise is based upon and how your session contributes to effective teaching and learning in the field of management.**

Students seeking higher education are becoming increasingly diverse, with more minority, first-generation, English Language Learners, self-supporting students in college and graduate programs than ever before (Pfahl, McClenney, O’Banion, Sullivan, & Wilson, 2010). Additionally, the percentage of students from an international background attending graduate management training programs in the United States is increasing (AACSB, 2012). As the student population diversifies, institutions of higher learning must expand their instructional support of instructors of management to ensure that they are using strategies that meet the learning needs of this wider range of students. However, intensive instructional training continues to be a minor, and sometimes non-existent, portion of a management faculty member’s graduate or ongoing training. Limited teaching skills combined with a diverse set of student needs often results in high student attrition from both the course and the degree program (Bost & Riccomini, 2006).

Offering management faculty training on best practices for designing an accessible, coherent course and for effectively engaging students in learning, therefore, presents a valuable addition to the university toolkit of retaining and educating their students. Coaching of instructors has emerged as a promising alternative to other models of professional development (Kraft, Blazar, Hogan 2017) and has been demonstrated by research to be an effective strategy for ongoing teacher development (e.g. Cornett & Knight, 2009). Additionally, several studies have shown the long-term positive impacts of effective instruction on student learning and long-term student outcomes (Chetty, Friedmen, and Rockhoff 2011; Hanushek 2011; Sanders and Rivers 1996).

**Session Description. Provide an overview of what you will actually do in the MOBTS conference session. Include a timeline for the session and how participants will be involved. Remember, reviewers are looking for participant engagement in these sessions.**

In this session, participants will explore and discuss the design and initial results from an opt-in coaching program piloted at three business colleges in the Northeast. Participants will first learn about the coaching model utilized, including:

* Pre-coaching goal setting and relationship building
* Classroom observations
* Instructional observation coaching sessions
* End-of-semester student evaluation action planning

Participants will then engage in a discussion to consider ways they can apply a similar model or components of the model at their institution.

*Session Timeline:*

* 0 - 5 minutes: Introduction and background
* 5 - 15 minutes: Overview of pre-coaching and classroom observation components
* 15 - 20 minutes: Partner or small group think-pair-share to discuss question 1\*
* 20 - 30 minutes: Whole-group discussion of question 1\*
* 30 - 45 minutes: Overview of coaching sessions and student evaluation action planning
* 45 - 50 minutes: Partner or small group think-pair-share to discuss question 2\*\*
* 50 - 60 minutes: Whole-group discussion of question 2\*\*

*\*Question 1: In what ways can you leverage goal setting conversations and/or classroom observations at your institution?*

*\*\*Question 2: In what ways can you leverage coaching conversations and/or student evaluation action planning sessions at your institution?*

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