



Coaching Implementation of the LINCing Routine: Case Study

SECTION 1: Science teacher voices frustration about students' test scores on weekly quizzes and unit tests and seems to attribute the problem to (a) class composition (large number of ESL students, widely diverse background knowledge of students, due to socioeconomic and race factors, inclusion of students with disabilities, etc. and (b) low student motivation.

SECTION 2: Using questioning strategies and dialogue focusing on the nature of material students are failing to learn, paired with examining recent quizzes and unit tests, the instructional coach and teacher determine students are expected to learn copious amounts of vocabulary. Examination of instructional materials indicates that the teacher provides students with study guides, primarily composed of vocabulary terms that students are required to look-up definitions and note them.

SECTION 3: A lesson is video taped, and the coach and teacher review the video independently. While it is apparent to the coach that there are multiple generic instructional tactics that might be addressed to improve the educator's overall teaching skills, the teacher, however, is primarily concerned with students failing to learn vocabulary.

SECTION 4: The teacher then identifies a student-focused goal (e.g., **All students will learn 85% of the vocabulary assigned**).

SECTION 5: The coach then describes three teaching strategies that might be targeted for developing a vocabulary teaching goal: (1) pre-teaching and reviewing key vocabulary terms at the beginning and end of each lesson, (2) including a component to each day's lesson that provides guided note-taking on a Vocabulary DVT, (3) facilitating use of LINCing. The teacher selects LINCing instruction as her teaching strategy to be used to attain the student-focused goal.

Phase 1: Enable teacher to create effective LINCing Tables.

SECTION 6: In the context of describing and modeling the process associated with creating effective LINCing Tables, the coach shares a checklist (rubric) that addresses the critical features of effective LINCing Tables. The coach scaffolds practice creating LINCing with the teacher, beginning with words (e.g., Lost Civilization) in which LINCing are relative easy to create and then using the rubric to evaluate them, and then using terms from the teacher's upcoming lesson to create & evaluate LINCing Tables.

SECTION 7: Once the teacher demonstrates ability to consistently create LINCing Tables, the coach facilitates a discussion centered around analyzing the process of creating LINCing; from the perspective that the teacher will be providing instruction in the same process (how to create effective LINCing Tables), the coach prompts the teacher to discuss possible modifications to the process. Various options are explored; the teacher decides to eliminate the LINCing Pictures from the process.

LINCing Rubric

Term	_____
<input type="checkbox"/> LINCing device needed	<input type="checkbox"/> Spelled correctly
Essential Definition	
<input type="checkbox"/> Accurate	
<input type="checkbox"/> Brief, student-friendly language	
Reminding Word	
<input type="checkbox"/> Sounds like part of new term	
<input type="checkbox"/> Familiar to student	
LINCing Story	
<input type="checkbox"/> Short & simple	
<input type="checkbox"/> Contains Reminding Word	
<input type="checkbox"/> LINCed to definition	
LINCing Picture	
<input type="checkbox"/> Elements related to Reminding Word	
<input type="checkbox"/> Elements linked to essential definition	
<input type="checkbox"/> TOTAL	



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SECTION 8: The coach provides a checklist of effective LINCing instruction (minus LINCing Pictures) and describes the process with particular emphasis on the importance of scaffolding (gradual release) and teaching students how to self-evaluate their LINCing Tables. The coach then prompts the teacher to modify the instructional process if s/he wishes. The teacher wishes to eliminate the “y’all do it” (team-constructed LINCing) component because of a concern for how much class time it might require.

SECTION 9: The coach provides options for how she would like to have the (modified) instructional process modeled for her.

For example...

- In the classroom (*have the coach model LINCing instruction in one of the teacher’s classes*).
- In the classroom with no students.
- Co-teaching
- Visiting other teachers’ classrooms as they use the *LINCing Routine*
- Viewing a video of another teacher using the technique

SECTION 10: The next day, the teacher provides the modified LINCing instruction and videos the process during one of her classes and, on the same day in a different class, taught the same vocabulary via “business as usual.” On the following day, the teacher administers a quiz addressing the previously taught vocabulary taught via the two different approaches. The data indicated that on vocabulary taught via business as usual, 10% of the class scored 80% or higher on the quiz questions. On vocabulary taught via LINCing, 30% of the class demonstrated mastery. The coach and teacher independently review the video and review the student outcome data, and later, meet together to review the data and discuss the video. The teacher acknowledged that LINCing did improve vocabulary outcomes, but was disappointed in its relative impact. She thought it would have been greater and is thinking that maybe she should abandon LINCing and try something different.

SECTION 11: Through questioning and discussion of the video, three key potential instructional modifications were identified:

- (a) provide additional modeling and guided practice when facilitating the creation of LINCing during class,
- (b) re-inserting the LINCing Pictures feature, and
- (c) including a component to the scaffolding process whereby student-pairs work together, supporting each other, as they construct LINCing Tables.

Due to concern about the amount of class time required, the teacher decided to construct LINCing Tables for students ahead of time and to include the LINCing Picture in the Table, and then give them the Tables during class while briefly explaining each. Thus, a teacher-focused goal was identified:

Teacher focused goal: **I will incorporate use of teacher-constructed *LINCing Pictures* in the *LINCing Routine*, and explain how key visual elements in each picture link to key elements in the targeted term’s definition and *Reminding Word*.**



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The teacher then implemented this adaptation throughout the following week; the coach and teacher met again to discuss implementation and progress. This time, the teacher noted a significant reduction in student motivation to use LINCS, so they decided that students need to be more involved in the LINCS construction process. A new teacher-focused goal was set regarding the instructional strategy.

Teacher focused goal: ***I will increase student engagement by placing greater emphasis on co-constructing LINCS with students by modeling and co-constructing LINCS for at least 50% of the terms from the study guide each week.***

Instructional Coaching Checklist:

Knight, J., et al.,(2015). 3 Steps to Great Coaching: A Simple but Powerful Instructional Coaching Cycle Nets Results. *Journal of Staff Development*, 36 (1), 10-18.

COACHING BEHAVIOR	OBSERVATION
IDENTIFY	
Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data. (Video is best.)	
Coach asks the identify questions with the teacher to identify a goal.	
Teacher identifies a student-focused goal.	
Teacher identifies a teaching strategy to use to hit the goal.	
LEARN	
Teacher chooses an approach to modeling that he or she would like to observe and identifies a time to watch modeling.	
Coach provides modeling in one or more formats.	
Teacher sets a time to implement the practice.	
IMPROVE	
Teacher implements the practice.	
Data is gathered (by teacher or coach, in class or while viewing video) on student progress toward to the goal.	
Coach and teacher meet to discuss implementation and progress toward the goal.	
Teacher makes modifications until the goal is met.	

