

Coaching for Change

Edupedia Conference 2018

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Agenda & Objectives

Agenda



Welcome and self-reflection: Where are we now?

Why coaching?

Building-level implications Part I: Prioritizing Time & Fostering the Right Culture

Core Coaching Competencies

'Classroom Observation and Feedback' Protocol

Objectives

Over the course of session participants will....

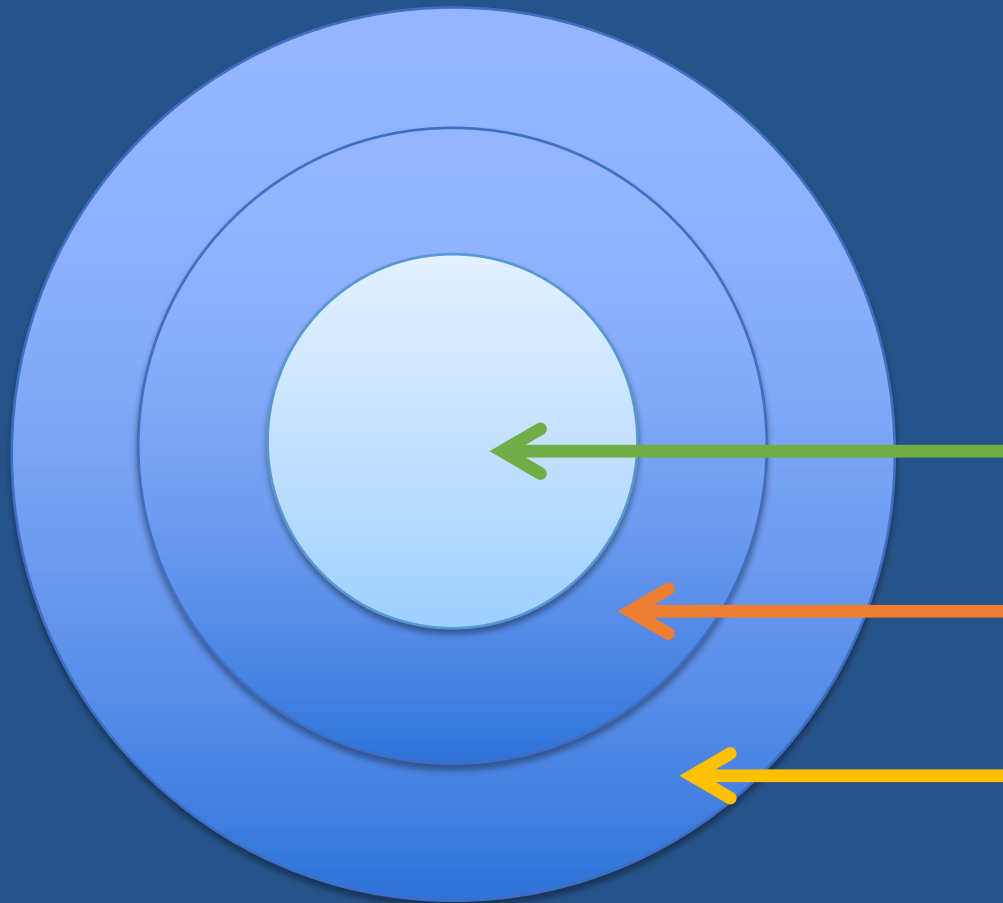
Determine WHY Coaching: Define effective coaching practices and correlate their relationship to teacher development and subsequent impact on student learning

Examine school structures and cultures that support implementation of the Coaching for Change tools

Practice coaching and develop a plan for how to take these coaching tools back to your buildings

Why Coaching?





Why

How

What

The Purpose of Coaching is to:

- Provide meaningful feedback
- Promote true self-reflection
- Capitalize on strengths and continue to develop areas of weakness
- Improve subsequent lessons/trainings/plans

= Lasting change that directly impacts *student learning*

Who Needs a Coach?



Research shows that...

- An effective school leader accounts for 25% of a school's total impact on student achievement.
- Effective leaders spend 75% of their time focused on instruction and work that directly improves teaching and learning.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results
McKinsey & Company. (2010). Capturing the Leadership Premium

The PD strategy that makes the
difference in student achievement

One-on-one coaching

Based on 37 studies, coaching must be:

- Individualized
- Intensive
- Sustained
- Context-Specific
- Focused



What do we need
for coaching to
work at the
building level?



Prioritize time and space for
meaningful reflection.

What are your concerns?

Consider this...

A principal has 40 teachers
X 8 observations
@ 1 hour each
= 320 hours!

But you're
not alone!

Divide by your leadership team (4)
Divide by the number of school days (180)
That's 27 minutes a day spent on coaching!

Research shows that...

- Coaches may spend only about **one-quarter to one-third of their time working with teachers to improve instruction** (Bean et al., 2010).
- **They spend the rest of their time on a multitude of other duties**, such as locating curricula, tutoring students, substitute teaching, collating test data, or organizing students' log-in information for various software programs (e.g., Kane, Cobb, & Gibbons, 2018; Kane & Rosenquist, 2018).

Kane, B. D., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results.

The Four Basic Professional Development Activities

Coaches should spend as much of their time as possible on the following PD activities:

- **Modeling:** co-teaching, modeling and rehearsing instructional practice
- **Observing:** analyzing classroom video, the observation-debrief cycle
- **Collaboratively Planning:** engaging in the content, lesson study, co-designing instruction
- **Collaboratively Analyzing:** examining student work, debriefing challenges of implementation, facilitating book study

Self-reflection:

What percentage of your time is spent directly supporting instruction?

How will you make the necessary time and space for direct instructional support through coaching?

What do you **want**?

- ✓ Aligned to school's instructional priorities and professional development
- ✓ Evidence-based
- ✓ Specific, clear expectations
- ✓ Actionable
- ✓ Safe environment
- ✓ Structured
- ✓ Reflective
- ✓ Prioritized foci

What do you **NOT** want?

- Opinions/ "I" statements
- "Gotcha"/ Could have/Should have
- Prescriptions
- Disjointed support (i.e. waiting too long after an observation before meeting)
- General "advice"
- Only negative feedback
- Too many suggestions
- "Silos" of tasks

Key Cultural Considerations for Coaching



Building
Teacher Trust

Calibrating
Coaching

Purpose

Growth
Mindset

Consider...

- How does trust build and support a culture of reflection?
- What erodes trust in coaching situations?
- What can you do in your role to build trust?

Key Cultural Considerations for Coaching

Building
Teacher Trust

Calibrating
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Use DATA: Gather Student-Centered & Unbiased Evidence Focused on Student Improvement

Criteria for Evidence

- Non-judgmental
- Specific
- Defines what was said/seen/done by Teacher AND Students and the Impact it has on student learning.



How are we
measuring
the impact
on student
learning?

Key Cultural Considerations for Coaching

Building
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Determine the Purpose for Coaching

Purpose:

This may connect to your district's/school's priorities, such as the 4 C's of 21st century learning:

- Collaboration
- Communication
- Creativity
- Critical Thinking

Key Cultural Considerations for Coaching

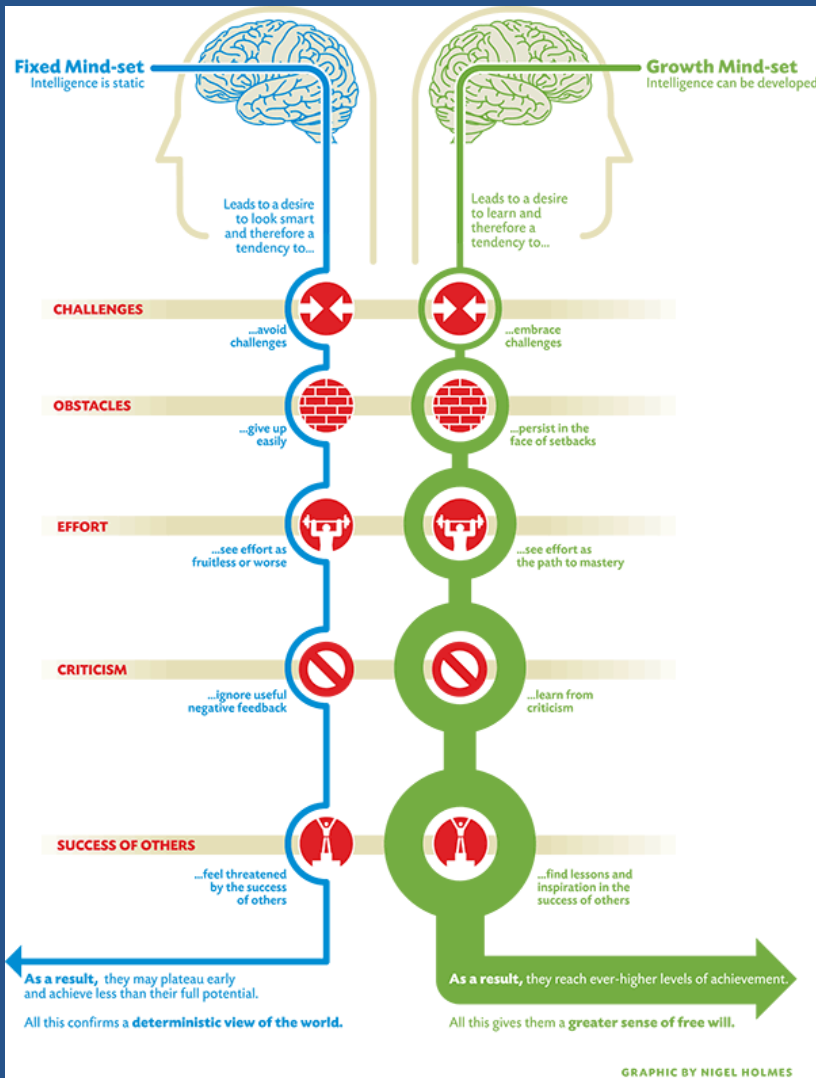
Building
Teacher Trust

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Creating and Supporting Growth Mindsets



Self-reflection:

What concrete steps must we take to ensure our culture supports reflection and coaching?

How will these steps support lasting second-order change?

Core Coaching Competencies



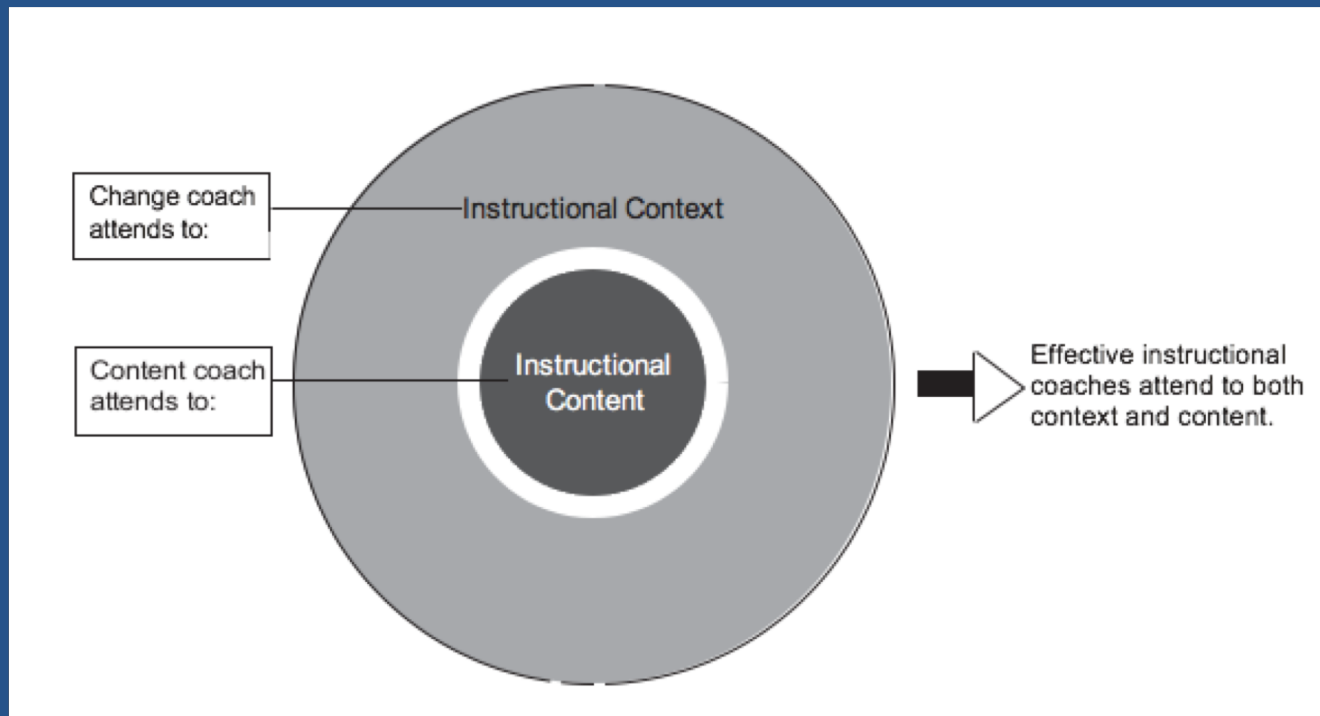
Effective Coaching

As someone being coached, what do you **want/not** want from a coaching session?

Work with your partner, create a T-Chart for what you:

- **Want?**
- **Not Want?**

An effective coach needs to be an expert in both **content** and **context**



Core Coaching Competencies

1. Facilitation of a Reflective and Growth-Oriented Mindset
2. Expertise and Credibility
3. Coaching Behaviors



What do the Core Competencies look like and sound like?

Coaching Behaviors

Active listening

- Listening to understand (non-judgmental language and mindset)
- Confirming understanding (clarifying questions and paraphrasing)

Non-verbals

- Body language, eye contact, pauses and silence, positive facial expressions

Reflective & Growth-Oriented Mindset

- Student-Focused
 - Using student evidence/data
- Self-Reflection Questions
 - What and How (be careful with why)
- Impactful Follow-Up Support
 - Coaching cycle

Expertise and Credibility

- Research-based
- Labels the “why” and “how”
- Uses student-evidence to provide targeted feedback (i.e. one strength and one area of growth)

Essential Coaching Skills embedded in the Core Competencies



Active
Listening

Asking
Effective
Questions

Positive
wrap-up
and next
steps

Active Listening

- Is one of the most important skills of an instructional coach
- Builds trust
- Encourages positive problem solving
- Takes practice

An orange starburst graphic with a blue outline, containing the text "Coaching Behaviors".

Coaching
Behaviors

Active Listening Allows the Coach to:

- Scaffold, ask reflective questions
- Provide feedback
- Paraphrase the teacher's responses
- Summarize the discussion
- Read body language

An orange starburst graphic with a blue outline, containing the text "Coaching Behaviors".

Coaching
Behaviors

Listening to Understand

We can do this by:

- Quieting our mind. Giving 100% of our attention
- Being non-judgmental



Coaching
Behaviors

Confirming Understanding

Paraphrase what speakers say—in your own words—to demonstrate that you have understood the discussion and you have been actively listening



Non-Verbals

Reflection: What non-verbal(s) will you focus on to improve your active listening skills?

Eye Contact

Pause / Silence

Facial Expressions
that Indicate you are
Present and Focused

Body
Language/Positioning

Coaching
Behaviors

3 Essential Coaching Skills

Active
Listening

Asking
Effective
Questions

Positive
wrap-up
and next
steps

Reflective Questions for Feedback

- Do's and Don'ts of Questions
 - Open Ended
 - Non-judgmental
 - Combination of pre-written and spontaneous questions
 - Scaffolded (clarifying, then probing)



Reflective,
Growth-
Oriented
Mindset

Effective Coaches Avoid....

- “I” statements
 - As a coach, it’s not about you
- “I think, I feel”
 - Keep the conversation grounded in evidence (what happened, how students responded).
- “Would have, should have, could have” statements
- “Yes/No” Questions



Expertise &
Credibility

Clarifying or Probing Questions

Clarifying Questions SIMPLE QUESTIONS OF FACT	Probing Questions HELPS PRESENTER THINK MORE DEEPLY
Did I hear you say...?	Why do you think this was the case?
Did I understand you when you said...?	What do you think would happen if...?
What criteria did you use to...?	What sort of impact do you think...?
What's another way you might say...?	How did you decide/determine/conclude...?
Did I paraphrase what you said correctly?	What is the connection between... and...?
How were students grouped?	What if the opposite were true? Then what?
What resources were available?	What do you assume to be true about...?
What was communicated about the plan?	What would have to change in order for...?
What is the [related data point?	How might your assumptions influenced...?

More Clarifying Question Examples:

- Can you give me a few examples of this?
- What are your measures of student success?
- What was your intention when...
- Can you summarize your next steps for us?



Reflective,
Growth-
Oriented
Mindset

More Probing Question Examples:

- How do you know that your instruction positively impacted student learning?
- Tell me more about why...
- So you're saying that...
- To what extent...
- How do you know that?
- What would it look like if...
- What do the students think is quality work?



Reflective,
Growth-
Oriented
Mindset



At the root of an
answer
is a question.

J.W. Getzels

Probing Questions Exercise

Reader tells about problem he/she is facing.

1

Groups asks
2 clarifying
questions
*Reader
responds*

2

Group asks
5 probing
questions
*Reader writes
them down,
but does not
answer*

3

Reader considers
all questions and
tells the
group which one
caused him/her
to think
the most deeply,
was the most
probing?

What did you notice about this activity?

What attributes of probing questions did you notice?

3 Essential Coaching Skills

Active
Listening

Asking
Effective
Questions

Positive
wrap-up
and next
steps

Before Ending the Coaching Session, the Coach Should Always Ask:

- What were the **positive things** that we discussed about your teaching during this conference?
- What are you going to take away and implement as a result of this coaching session?

Why is it important to ask these questions?



Reflective,
Growth-
Oriented
Mindset

Follow-up

What processes can promote follow-up in practice?

- Additional observations and coaching visits.
- Coaching logs with dates and specific expectations.



Reflective,
Growth-
Oriented
Mindset

Self-reflection:

How can we use the Core Competencies to calibrate all support/coaching conversations?

How do these Core Competencies relate back to the Key Cultural Considerations for Coaching previously discussed?

Protocol 1: Instructional Lessons: Classroom Observation and Feedback Tool

Elements of an Effective Coaching Session

1. Introduction
2. Reinforcing one specific area
3. Refining one specific area
4. Closure

Adapted from Ohio Department of Education's OTES Coaching Model



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