

CFF Coaches' Training

Instructional Coaching

Presented

September 18 and 25, 2007

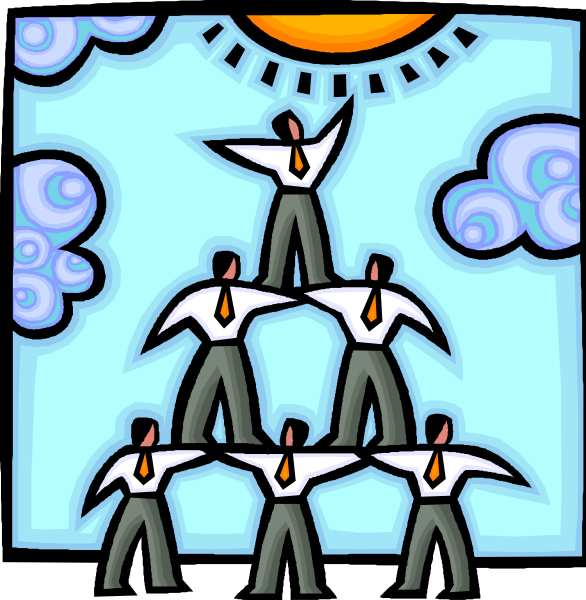
Facilitators:

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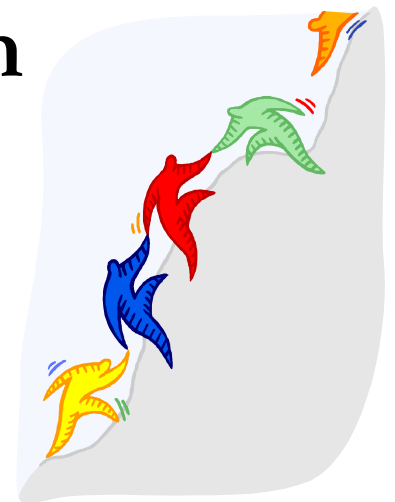
Gen Battisto, Math Mentor, Foundations, Inc.

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What we will do today...

- Examine the “what” and “how” of Instructional Coaching
- Identify tools that coaches can use to support collaboration and feedback.
- Reflect on how to transition from teacher to coach.



Guiding Questions

- **Why Coaching?**
- **What is coaching?**
- **What do coaches do?**
- **What skills do I need to have?**
- **Where do I begin?**
- **How can I make a successful transition from my old role to this new role?**



Transacting with Text

- Read the lyrics from “Waiting on the world to change.”
- Highlight the phrases that stand out for you.
- Select a highlighted phrase that you feel is the most significant.
- Turn to a colleague and share the phrase you selected.
- Share your thoughts with your table partners.

Waiting on the World to Change



Change

- It is easy to make change.
Change happens.
- Even if we sit still . . . do nothing . . . change happens.
- It is more difficult to make good change.
Change that makes life better. Change that endures. Change that persists.

Jamie McKenzie

Instructional Coaches

Understand

Change as a Process

Change as a Journey



Change?

Think of a **change** you've gone through that was **successful** and another that was **unsuccessful**.

What accounts for the **difference**?

Share your thoughts with your **partner**.

What does the research tell us?

What is the implementation rate for new learning in traditional professional development without follow up?

10%

Showers, Murphy, and Joyce, 1996

Why use a Coaching Model?

**Recent Research Indicates -
With Classroom Coaching**

Implementation rates rise...

85% - 90%

What is Instructional Coaching?

- **A vehicle for differentiated professional learning**
- **A catalyst for high school reform**

Conditions for Coaching

The conditions for coaching must have the same characteristics as any other learning context.

The coach creates the environment within which teachers are willing to try new approaches.

What is a coach?

- Take a few minutes and watch the interactions between the two key people in this video.
- How would you describe the qualities and actions of a coach?





Reflection

- Think of a time in which someone helped you learn something new and challenging. What did this person do to help you be successful? What qualities did s/he have?

or

- Think of a time you successfully helped someone else learn something that was challenging for them. What did you do that contributed to their success?

Qualities

Actions

Partnership Principles:

The theory behind
instructional coaching

Principles

The principles you live by create the world you live in; if you change the principles you live by, you will change your world.

Blaine Lee, The Power Principle

Partnership Principles

- Equality
- Praxis
- Dialogue
- Choice
- Voice
- Reflection
- Reciprocity

- Jim Knight, “Instructional Coaching”

Equality

- A belief that everyone counts
- Doesn't mean we all agree
- Doesn't mean we're all the same
- We all have equal value
- Each opinion counts

Praxis

Believing that learning is most meaningful when we reflect and recreate knowledge so that we can use it in our personal or professional lives.

Praxis

Apart from inquiry, apart from praxis, people cannot be truly human. Knowledge emerges ... through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry people pursue in the world, with the world, and with each other.

Paulo Friere

Dialogue

- **Respectful, energizing conversation**
- **The developing conversation is more important than being right**
- **Involves suspending opinions & emphasizes the use of authentic listening**
- **Thinking together**

Choice

If we cannot say no, then saying yes has no meaning.

Peter Block

Choice

- **Command and control fosters resistance or external commitment**
- **Choice fosters internal commitment**

Voice

- **Build trust**
- **Make it easy for people to say what they think**
- **Give people words, concepts, and tools that help them express who they are--help them find their voice!**

Reflection

The teacher cannot rely on either instinct alone or on prepackaged sets of techniques. Instead, she or he must think about what is taking place, what the options are and so on, in a critical, analytical way. In other words the teacher must engage in reflection ...

John W. Brubacher, Charles W. Case,
and Timothy G. Reagan

Reflection

- **On action**
- **In action**
- **For action**

Reciprocity

When one teaches, two learn.

Robert Half

Reciprocity

- **Everyone benefits when one person learns**
- **Teachers learn from students as much as students learn from teachers**
- **Every learning situation is a chance for learning**

Pause and Reflect

Think about a positive relationship you have with someone and how one or more of the partnership principles contributes to the quality of that relationship.

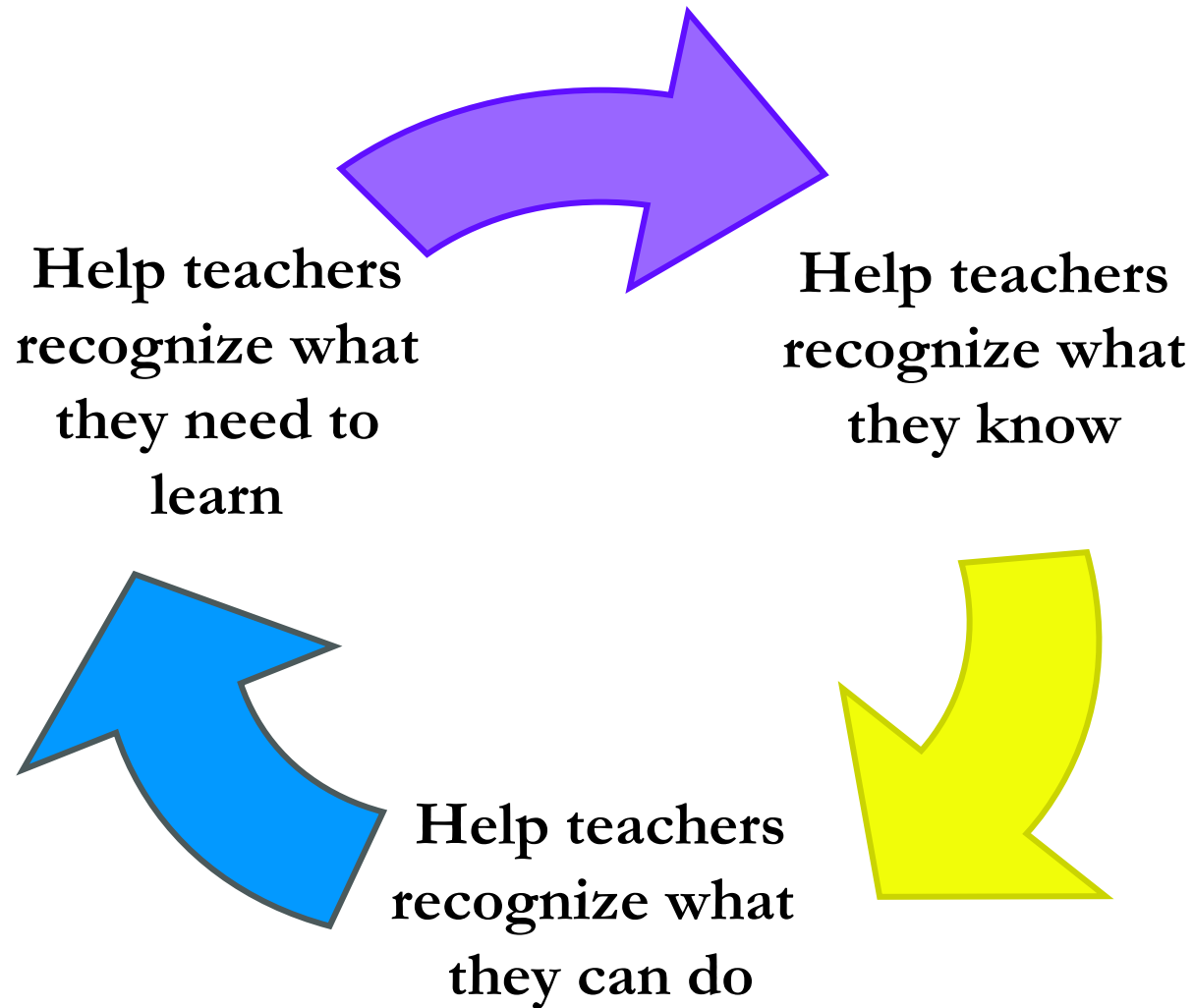
Turn to a neighbor and share your reflection.

Collaborative partnership is like a good marriage

- Listen with intent to understand.
- Respect other's points of view.
- Acknowledge a person's right to choose.
- Listen more than you talk.
- Support partner in achieving his/her goals.
- Lose the ego!



How do coaches build collaborative partnerships?



Norms of Collaboration

Adapted from William Baker, Group Dynamics Associates

- **Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.
- **Paraphrasing:** Using a paraphrase starter that is comfortable for you: "So..." or "You want to..." or "You're thinking..." and following the starter with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.
- **Probing:** Using gentle open-ended probes or inquiries such as, "Please say more..." or "I'd like to hear more about..." or "Then, are you saying...?" increases the clarity and precision of the group's thinking.

Norms of Collaboration

- **Paying attention to self and others:** Meaningful dialogue is facilitated when each group member is conscious of self and of others and is aware of what she/he is saying, how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings.
- **Presuming positive intentions:** Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.

Norms of Collaboration

- **Putting ideas on the table:** Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea..." or "One thought I have is..." or "Here is a possible approach...".
- **Pursuing a balance between advocacy and inquiry:** Pursuing and maintaining a balance between advocating a position and inquiring about one's own and others' positions assists the group in becoming a learning organization.

Think – Pair - Share

1. Think of a challenge you will face as a coach
2. Take two minutes to explain your concern to a partner
3. The partner will listen for two minutes and then interact observing the norms of collaboration
4. At the end of the activity, the partners will reflect on the process and share their impressions
5. The partners switch roles and repeat the activity

Nine Roles of a Coach



1. Resource Provider
2. Data Coach
3. Curriculum Specialist
4. Instructional Specialist
5. Mentor
6. Classroom Supporter
7. Learning Facilitator
8. School Leader
9. Catalyst for Change

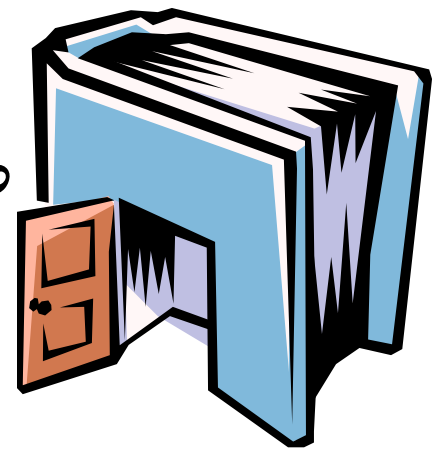
*Joellen Killion,
Director of Special Projects, NSDC*

The coach as a *Resource Provider*...

- Assists teachers with materials, tools, information, etc. to support instruction
- Is non- intrusive
- Helps to cross the “threshold” into the room

But...

- *What will you give the teacher?*
- *When will you distribute the resources?*
- *How will you know if the teacher uses the resources?*



The coach as a *Data Coach*...

- Organizes and analyzes a school's data
- Facilitates data conversations among a school's faculty
- Supports teachers in using data to improve instruction

But...

- *What data should you collect?*
- *How is the data used?*
- *Who is the “go to” person in the school for data?*



The coach as a *Curriculum Specialist...*

- The “what” of teaching
- Helps teachers use the national, state and district curriculum standards to plan instruction and assessment
- Helps teachers use the curriculum to analyze students’ strengths and target areas

But...

- *Coaches must understand how each curriculum is structured (e.g., benchmarks, standards, thematic approach, etc.)*
- *Coaches must have access to all curriculum frameworks*
- *Coaches must validate the content teachers’ expertise*

The coach as an *Instructional Specialist...*

- Is the “how” of teaching
- Assists teachers in designing instruction to meet the needs of all students
- Shares multiple instructional processes/strategies
- Coordinates with other specialists in the school
- Helps teachers manage the pacing of instruction (e.g., depth vs. breadth)

But...

- *Must maintain confidentiality*
- *Must be responsive to “territorial” limitations*

The coach as a *Mentor*...

- Supports all teachers, novice and experienced
- Provides guidance and structure where needed
- Encourages relationship building among colleagues
- Focuses on teachers' strengths



The coach as a *Classroom Supporter...*

- **Co-planner**
 - *planning successful instruction w/ individuals or team of teachers*

★ **Most important role of coach**

Co-teacher

- co-teaching*
- modeling*

But... if modeling a lesson, cognitive coaching techniques and reflective practices are necessary

Feedback provider

- try to offer constructive suggestions to engage students*

The coach as a *Learning Facilitator*...

- Coordinates and facilitates learning experiences for school staff:
 - coordinating cross department visitations
 - organizing professional learning communities w/i and among schools
 - managing study groups
 - designing professional development opportunities
 - arranging lesson studies
 - discussing case studies
 - examining student work

The coach as a *School Leader*...

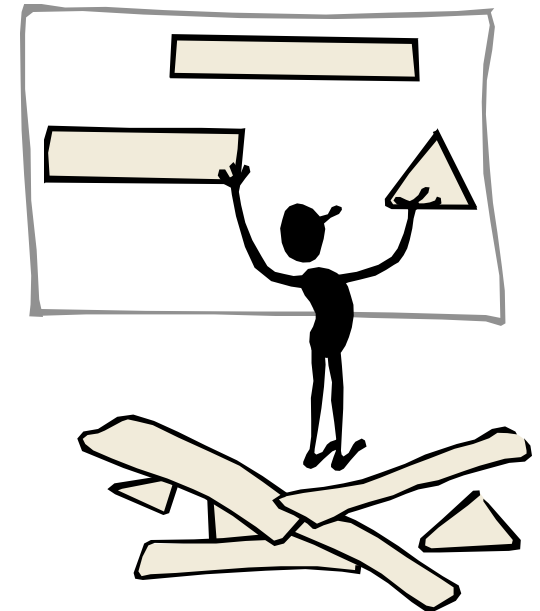
- Assists and serves on leadership teams within school
- Bridges the gap between and among school programs
- Remains focused on goals
- Facilitates alignment of individual goals and school goals

But...

Remember, you are non-evaluative!

The coach as a *Catalyst for Change*...

- Models and facilitates continuous improvement
- Challenges the status quo
- Creates disruption to the accepted “flow”
- Asks questions
- Shapes culture of the school



What a coach is NOT...

- Evaluator
- Supervisor
- “The Expert”
- A “Whistle Blower”
- The “Fixer”
- A tutor for state testing!



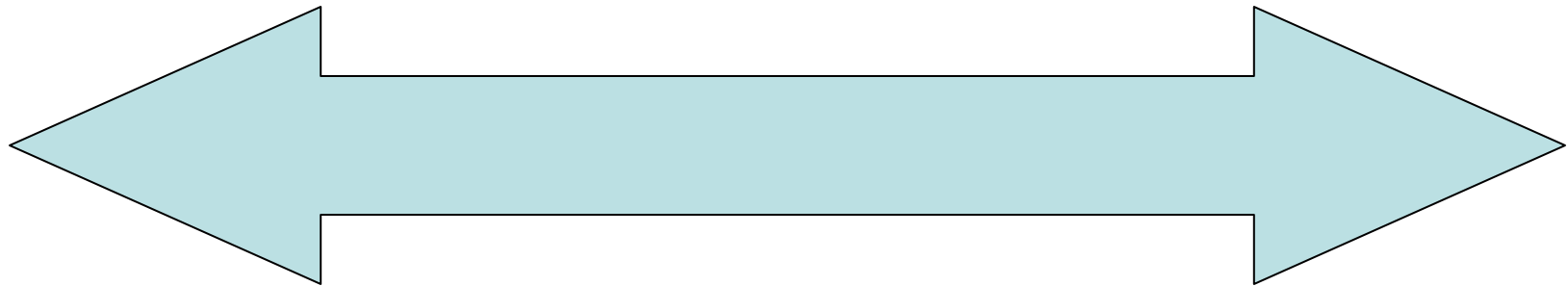
Roles of Coaches

Role	Purpose	Knowledge & Skills	Challenges

- **Which of these roles do you feel best prepared to address?**
- **What additional skills will you need to develop?**
- **At lunch, practice building partnership by finding out your colleague's vision and goals for this new position.**

Where does a new coach begin?

Coaching Continuum



Low Risk

High Risk

Instructional Coaching



- Enroll
- Identify
- Explain
- Model (You watch me)
- Observe (I watch you)
- Explore (Collaborative Exploration of Data)
- Support
- Reflect

Jim Knight, “Instructional Coaching”

Enroll Teachers

- **Large-group presentation**
- **Small-group presentation**
- **Interviews**
- **Informal conversations**
- **Principal (or other) referral**



Instructional Coaching
Progress through Partnership



ARE YOU INTERESTED?

NAME: _____

DATE: _____

I am most interested in:

Times good for me:

Maybe some other time

Interview Questions

- **What do you like best about being a teacher?**
- **As you strive to achieve your goals, what obstacles stand in your way?**
- **What are the strengths and weaknesses of the children you teach?**
- **How do you learn best?**

Your Learning Experience

- **Select an interview question from page 3 of the article “Conversations can kick off the coaching.”**
- **Pair off at your table and interview each other. Allow the interviewee two uninterrupted minutes to respond.**
- **Reflect on the process.**

Identify What to Do

- **Through**
 - **Interviews or other conversations**
 - **Coach observation**
 - **Referral**
 - **Teacher initiative**

Big Four: A Framework for Identifying What to Do

- **Classroom Management**
- **Content**
- **Instruction**
- **Formative Assessment**

Explaining Interventions

- **Instructional Coach**
 - Breaks down the instructor's materials
 - Lays out the step-by-step procedures
 - Suggests what teacher should watch for during the model lessons
 - Does everything possible to make it easier for teachers to implement
 - Asks about and addresses collaborating teacher's concerns
 - Co-constructs Observation Form with teachers

Model Lessons: “You watch me.”

Goal: To show a teacher exactly how to implement a particular intervention

- Be fully aware of **critical teaching practices** you need to model
- Ensure that teacher **knows the purpose** of the model lesson
- Provide concrete description of what you’ll be doing
- Clarify roles for behavioral management
- **Co-construct** an **observation form**
- Ensure your collaborating teacher **knows how to use the form**

Observe: “I watch you.”

Coach uses an observation form to watch for data related to:

- Critical teaching behaviors
- Fidelity to scientifically proven practices
- Student behavior and performance
- Teacher behavior

After-action Review

- What was supposed to happen?
- What happened?
- What accounts for the difference?
- What will I do differently next time?



AFTER-ACTION REPORT

School: _____ Strategy/Routine: _____
Teacher: _____ Unit/Content: _____

What was supposed to happen?

What happened?

What accounts for the differences?

What should be done differently next time?

Additional Comments? (Please use back of form)

What do you think of these comments?

- “I’d like to especially recognize Tricia’s contributions this year.”
- “Lynn, you did a great job with that class yesterday. You’re great!”
- “Ric, you’re a patient man. I appreciate how patient you are.”

Why positive comments sometimes fail

- Indirect
- General
- **Attributive (e.g. telling someone that they have a particular attribute, like kindness, or generosity)**
 - Kegan & Lahey (2001) How the way we talk can change the way we work

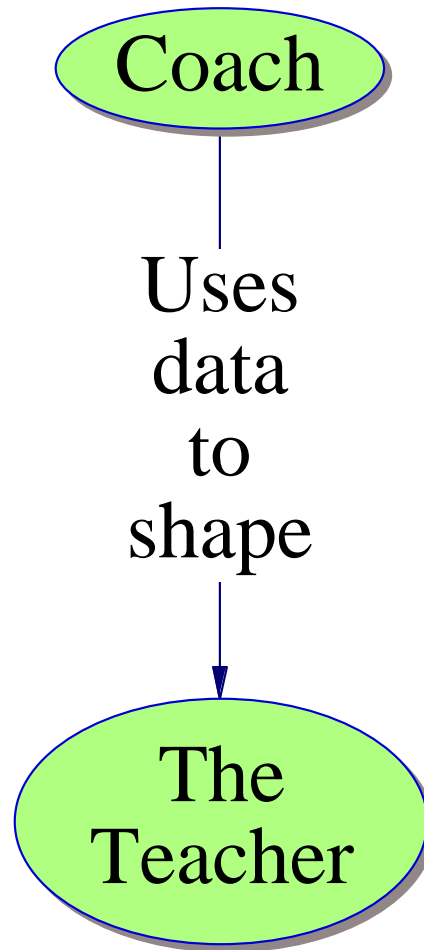
Your Learning Experience

1. Think about the partner you've worked with today
2. Write down some authentic, positive feedback for her or him
3. Make sure your comments are
 - a. direct
 - b. specific
 - c. non-attributive--tell them how they've affected you
4. Look your partner in the eye and tell them the compliment

Collaborative Exploration of Data

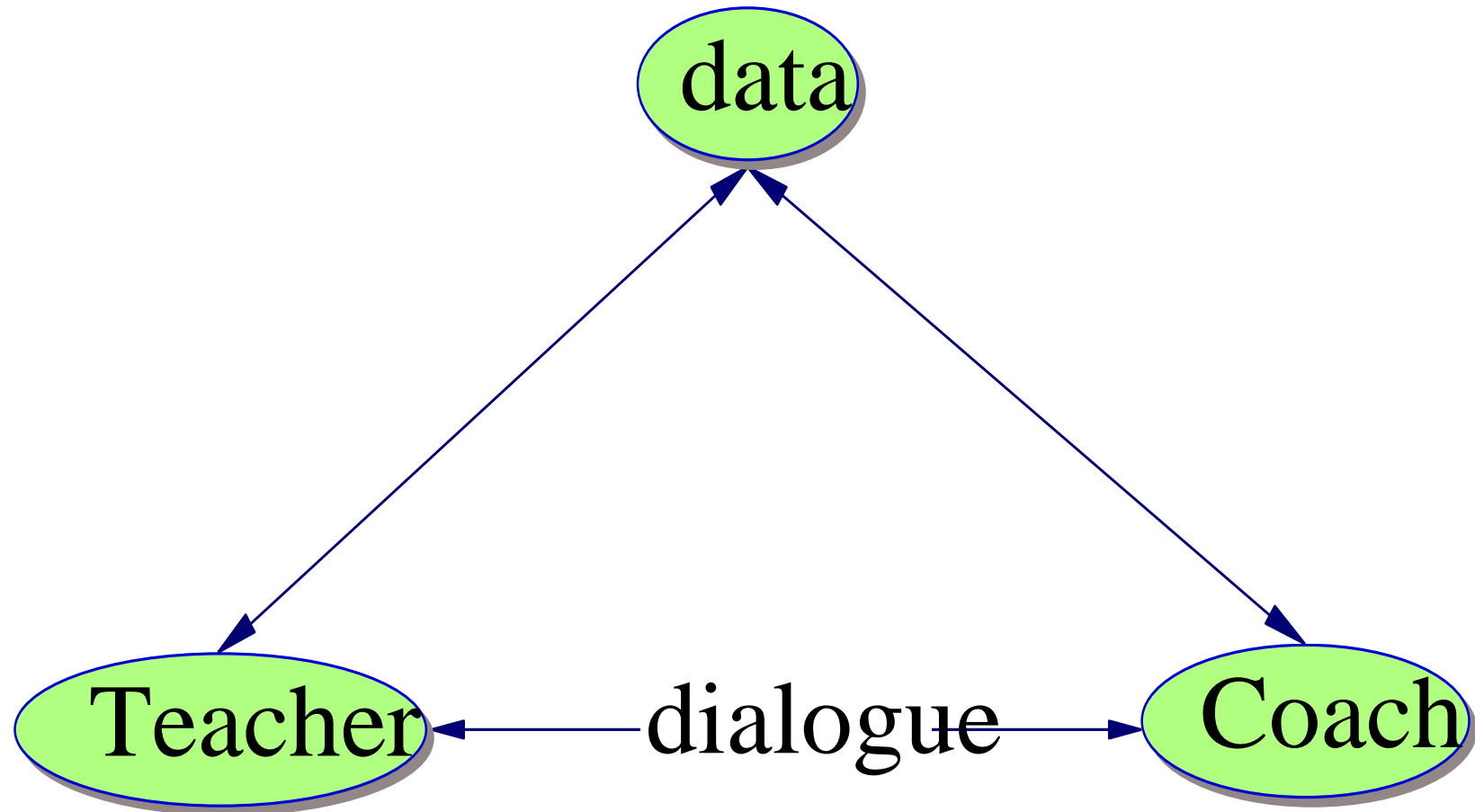
- Based on the partnership principles
- Involves observations to open up dialogue, rather than to state a single truth
- Should be
 - constructive, but provisional
 - empathetic and respectful
- Coach and teacher identify what data will be gathered

Top-down Feedback



Partnership Feedback (C.E.D.)

Reinke, (2005)



Giving Feedback

- **Feedback is best when it is:**
 - Specific.
 - Timely.
 - Not judgmental.
 - Descriptive of behavior.
 - Constructive (specific what could be done differently).
 - “Owned” by the person giving it.
 - Given in a caring and tactful way.
 - Given without expectations.

Giving Feedback

- **Feedback is best when the receiver:**
 - Seeks it.
 - Is not defensive (does not justify or explain it).
 - Is willing to take credit for what went well, as well as for what did not.
 - Looks for alternatives.
 - Listens actively for understanding.
 - Asks for clarity or specifics, if needed.
 - Senses that the giver cares.
 - Understands that feedback is an individual's opinion.

How might these ideas help you deliver feedback in your role as a coach?

Implementing Your Coaching Action Plan

- Interpret your action plan in a practical way. Take small steps at first and work toward your high intensity goals.
- Establish collaborative relationships with other coaches and network regularly.
- Refine your action steps to reflect the culture of your school, the district's vision, and the needs of your clients.

Implementing Your Coaching Action Plan

- **Pace yourself.**
- **Devise a process for scheduling your time – daily, weekly, and monthly. Reserve time to meet with your principal and/or leadership team regularly.**
- **Work to build a critical mass of teachers who utilize authentic instructional practices.**

Handy Helpful Hints

- Try to visit with teachers before you “coach” them.
- Offer help with cooperative group activities; get to know the students. (This will be helpful when you begin to model.)
- Try to clarify your role before you assume all responsibilities for the role.
- Prior to the lesson, discuss what the teacher should focus on during your demonstration lesson; this eliminates the possibility of you being the “lone ranger” that day.

- **Plan monthly “professional development” days where:**
 - a) you highlight a future skill/lesson
 - b) a colleague highlights a successful lesson
 - c) the group focuses on student work
- **Discuss note-taking procedures prior to visitations**
- **Plan, discuss and remind teachers of the “gradual release of responsibility” clause in coaching.**
- **Implement the “B/D/A” model in coaching: plan together before the visitation; focus on a prearranged concept/skill or strategy during the visitation; and meet after the visitation to debrief.**

- **Generate two plans: the actual one you scheduled with the teachers and a contingency plan for the times when the teachers with whom you scheduled visits are absent.**
- **Recognize each teacher's strengths before you try to make teachers your "clone."**
- **Discuss how you can help before rushing into the room to help; your strength is your expertise, not duplicating papers for teachers.**
- **Your power to influence is "with" others, not "over" others.**

Time to Reflect

Identify one idea you want to act on:

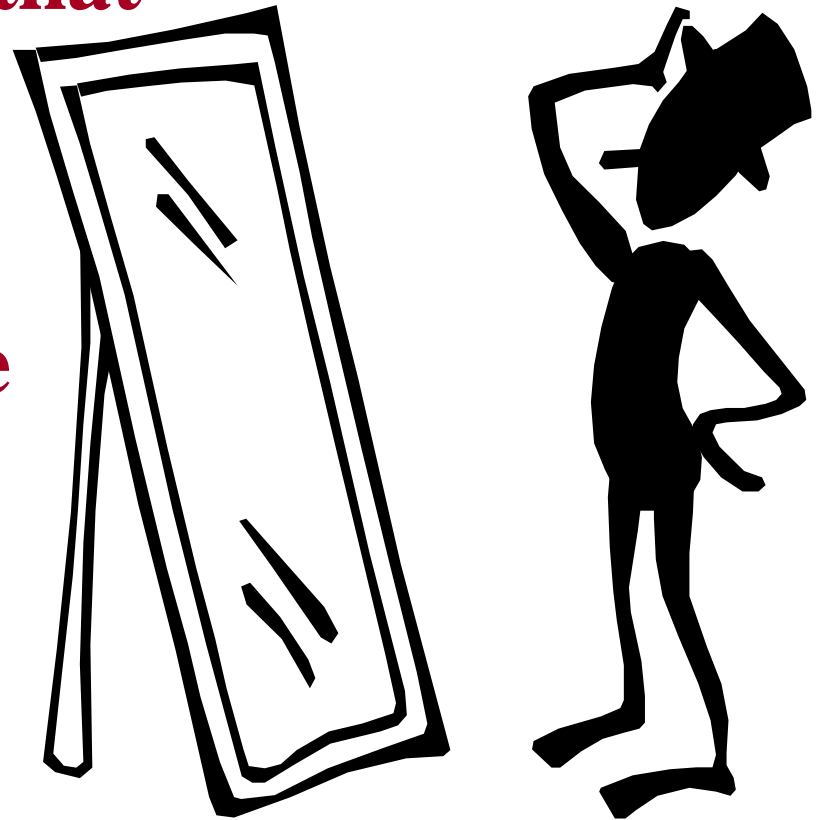
What do you **feel**?

What do you **think**?

What are you going to **do**?

Being a reflective practitioner means re-examining what we do and changing practices that have not yielded improvement in students' progress— no matter how comfortable we have become with them.

(Adapted from the TDW Writing Manual)



Burning Questions



Contact us...

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