

Coaching—SPDG A

Embedding Coaching with Evidence-Based Practices

How do we define coaching?

- According to Anthony Grant, coaching psychologist: “*Coaching is a **goal-directed**, **results-oriented**, **systemic process** in which **one person facilitates sustained **change** in another individual or group, through fostering the self-directed learning and personal **growth** of the coachee.***”

How can coaching
impact positive
outcomes for students?

Visible Learning by John Hattie

“To have a positive effect on students achievement requires a **change** in the conception of what it means to be a teacher; it is the feedback to the teacher about what students can and cannot do that is more powerful than feedback to students.” (p.4)

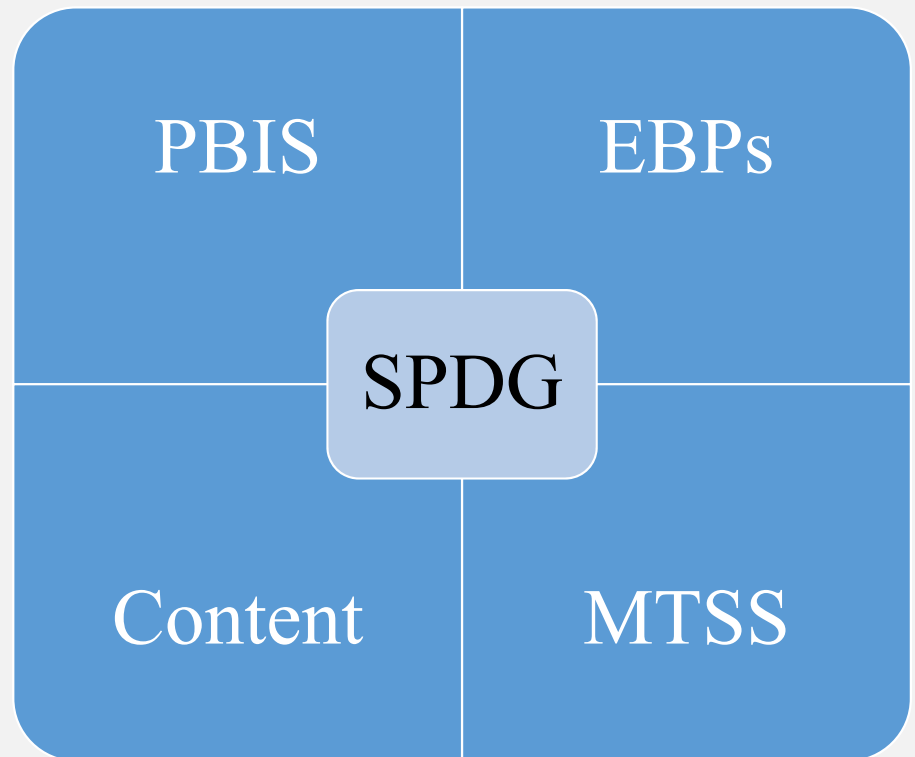
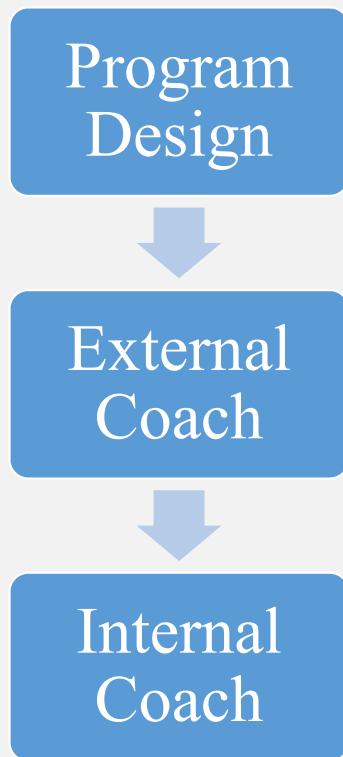
How to make coaching effective?

- Must develop **effective methodologies for teaching and embedding coaching** skills in the schools and districts.
- Make sure the **skills learned in the professional development do in fact transfer** into the classroom.
- Align with the school's goals, values and language.

Supporting and Sustaining the Skills

- External coach **facilitates** coaching sessions to internal coaches to discuss coaching related issues.
- Program Design **supports** the external coach with ongoing support and resources.

Coaching Capacity to Support Professional Learning



Keeping it real

Is it worth it?

- Purposeful—participants must **see connections between learning and practice.**

Can I do it?

- Useable—participants must **see positive results immediately.**

Most Effective Approach

- **Solution-focused** cognitive behavioral (SF-CB) is the most researched, evidence-based approach.
- Coaching is focused towards the personal development of personal strengths and **goal attainment**, not towards problem diagnosis or analysis.
- **Focus on the goal, not the problem.**

Getting to the Goal

- Purposefully change:
 - Thoughts
 - Feelings
 - Behavior
 - Environment

Three Types of Coaching

- Skills Coaching—developing a specific skill set.
- Performance Coaching—improving performance over a specific period of time.
- Developmental Coaching—personal and professional development.

Three Types of Coaching

Type In	The Goal	Focus	Sessions	Coaching Skills
Skills Coaching (Behavior)	Develop a specific skill set	Specific behaviors	Highly detailed	Model Rehearse Feedback
Performance Coaching (Belief)	Improving performance	Goal Obstacles Outcomes	Strategic	Monitors Evaluates
Developmental Coaching (Being)	Issues of personal or professional development	Enhancing emotional competencies	Strategic Scope	Partnership and Process

Instructional Coaching

Based off the work of Jim Knight

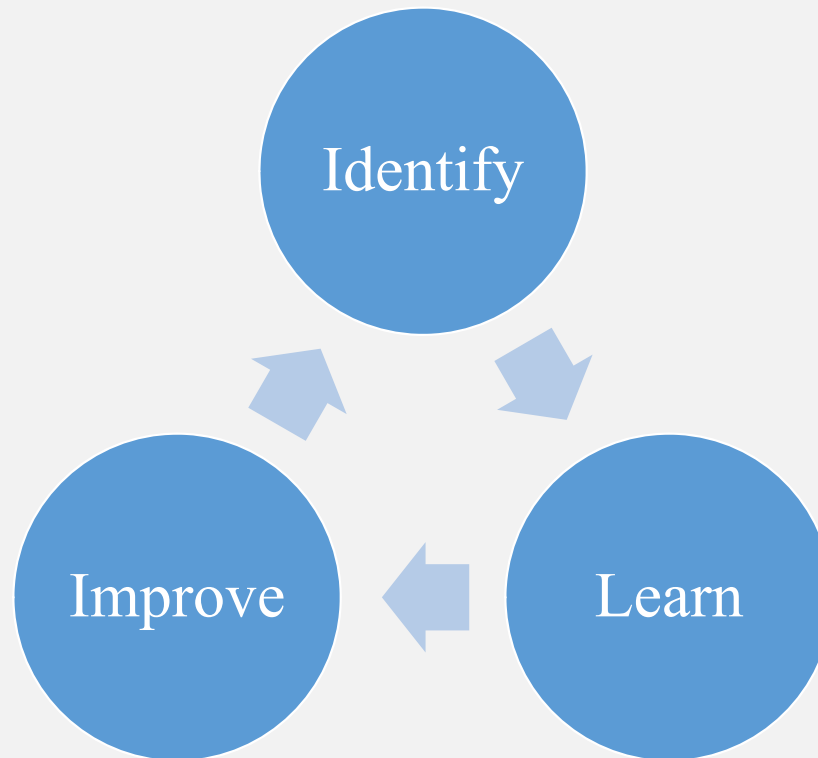
Successful Instructional Coaching

1. Understand the Complexities of Working with Adults
2. Use an Effective Coaching Cycle
3. Know Effective Teaching Practices
4. Gather Data
5. Employ Effective Communication Strategies
6. Are Effective Leaders
7. Are Supported By Their Schools and Districts

Communication

- I see others as **equal partners** in the conversation.
- I believe people should have a lot of **autonomy**.
- I **want to hear** what others have to say.
- I **don't judge** my conversation partners.
- Conversation should be **back and forth**.
- Conversation should be **life giving**.

The Instructional Coaching Cycle



The Instructional Coaching Cycle

- Read assigned section from Jim Knight's article, *3 Steps to Great Coaching: A Simple but Powerful Instructional Coaching Cycle Nets Results*
- List coaching indicators for assigned section.
- Share list with whole group

What do coaches do?

- Model
- Co-teach
- Collaborate
- Provide Resources and Networking
- Analyze data
- Provide Professional Learning

Explaining strategies

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

Model Lessons: You watch me!

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

- 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 the observation form to watch for data related to:
 - Critical teaching behaviors
 - Fidelity to evidence-based practices
 - Student behavior and performance
 - Additional specific teacher concerns

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

After-action Review

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

Time to reflect

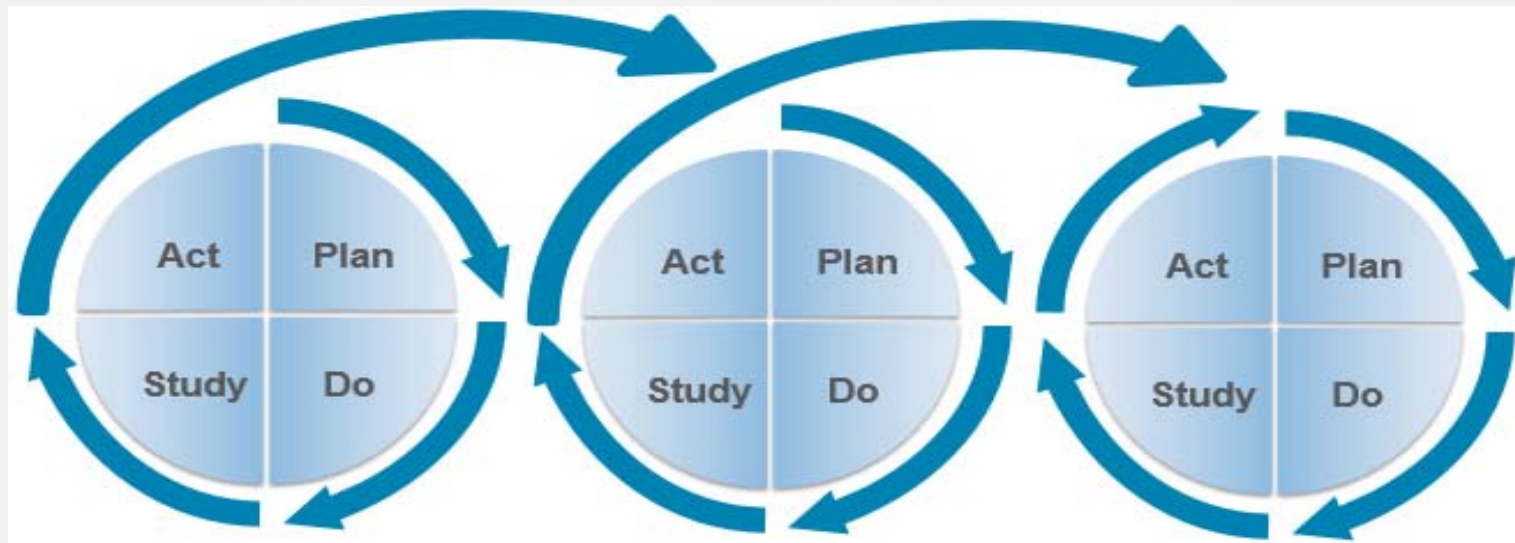
Final Thoughts...

What do you **feel**?

What do you **think**?

What are you going to **do**?

Continuous Improvement



Coaching in the SPDG

Coaching Steps

Identify
Schools

Select
Coach

Create
Plan

Identifying Schools to Support

- Schools identified in Regional Systemic Improvement Plan (RSIP)
 - Schools performing poorly in gap categories, yet open to external coaching and support.
- Needs assessment of schools and where to look for current data.
 - Adaptive System of School Improvement Support Tools (ASSIST™) provides district and school data.
 - Comprehensive School and District Improvement Plans (CSIP/CDIP) must develop goals aligned to the Kentucky Board of Education (KBE) goals:
 - Proficiency
 - GAP
 - Novice Reduction (50% reduction in Reading and Math over five years)
 - College and Career Readiness (CCR)
 - Graduation Rate

Identifying Strengths and Opportunities for Improvement

- What are your student data and how do you use the data to inform programs and involve your community?
- What are the major challenges your school has faced in the last three years and how have you addressed them?
- What is your school most proud of and why?
- What does the data tell you?
- What does the data not tell you?
- What are the causes for celebration?
- What are the opportunities or improvement including contributing factors and root cause?
- What are the next steps?

Connecting to CSIP for Buy-in

- Select a printed copy of a school's CSIP
- Read over the goals, strategies and activities
- Identify deficits
- List coaching actions to address deficits

Selection of Coach

- State Systemic Improvement Team (SSIP) is designing a coaching profile with critical components.
- What to look for in a coach?
 - Effective Communicator
 - Develop Partnerships
 - Observations Skills
 - Provide Effective Feedback
 - Models
 - Analyzes Data
 - Provide professional learning and engages in professional learning

Coaching Plan

- Analyze implementation data.
- Schedule timely PLC with internal coach to discuss implementation data
- Determine next steps to increase fidelity of implementation.
- Follow through on actions.

Practice Coaching Scenarios

- Read the *Reluctant Instructional Leader*
- Using the coaching cycle, create a plan for coaching
- Discuss