



Instructional Coaching: A PreK-12 Focus

**UCIRA Conference
Salt Lake City, UT
November 8, 2008**

Seminar Big Ideas

Understanding the Three Phases of Coaching

- Phase I: Brokering the Deal
- Phase II: Gathering the Data and Information
- Phase III: Reflection and Debriefing

Anticipating and Surviving Resistance

Discovering the Tools to Organize the Coaching Role and Process

Implementing a Problem Solving Model for Staff and Student Concerns

Putting It All Together!

Slide 1



***Instructional Coaching:
PreK-12***

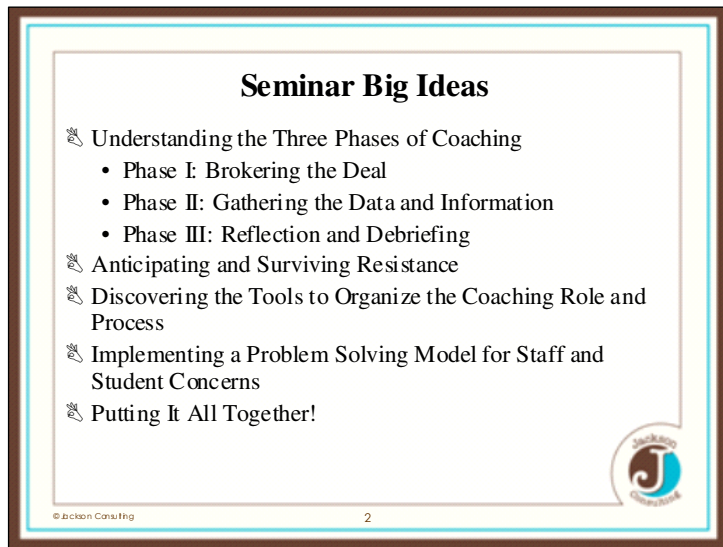
UCIRA Conference

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November 8, 2008**

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Slide 2



Seminar Big Ideas

- ☞ Understanding the Three Phases of Coaching
 - Phase I: Brokering the Deal
 - Phase II: Gathering the Data and Information
 - Phase III: Reflection and Debriefing
- ☞ Anticipating and Surviving Resistance
- ☞ Discovering the Tools to Organize the Coaching Role and Process
- ☞ Implementing a Problem Solving Model for Staff and Student Concerns
- ☞ Putting It All Together!

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What Is Coaching?

The major purpose of peer coaching is implementation of innovations to the extent that determination of effects on students is possible.

*Joyce and Showers,
Student Achievement Through Staff Development*



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Defining the Coach's Role

Provision of Companionship
*Sharing Successes and Frustrations
Informal Thinking Through*

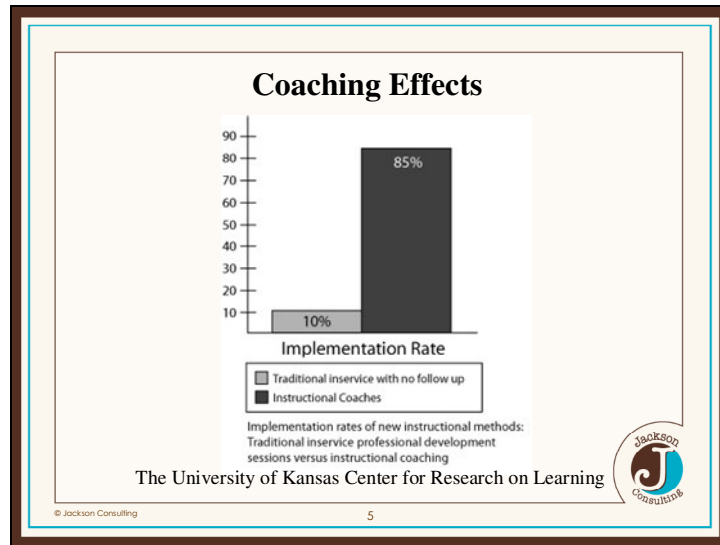
Analysis of Application: Extending Executive Control
*Mutual Reflection
Checking of Perceptions*

Adaptation to the Students
Developing teacher skill and monitoring student response



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Slide 6

- ### The Goal: Coaching
- To build teacher and school **capacity** to:
- Problem Solve
 - Resolve Conflict
 - Analyze Data
 - Make informed instructional decisions
 - Deeply understand the core curriculum
 - Work collaboratively
 - Monitor school, teacher and student progress through data analysis
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Coaching Challenges at the Secondary Level

- Large number of teachers to work with
- Teachers do not necessarily see teaching reading and writing as primary roles in their teaching
- Time constraints
- A lack of awareness of literacy needs for the range of secondary students
- The realization that many students can fall through the cracks because they move through so many teachers
- Many content area teachers feel that they do not have time in their already-packed content and case loads for literacy-related activities
- Coaches can feel isolated, not fully belonging to any one content-area team

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Does Coaching Lead to Implementation?

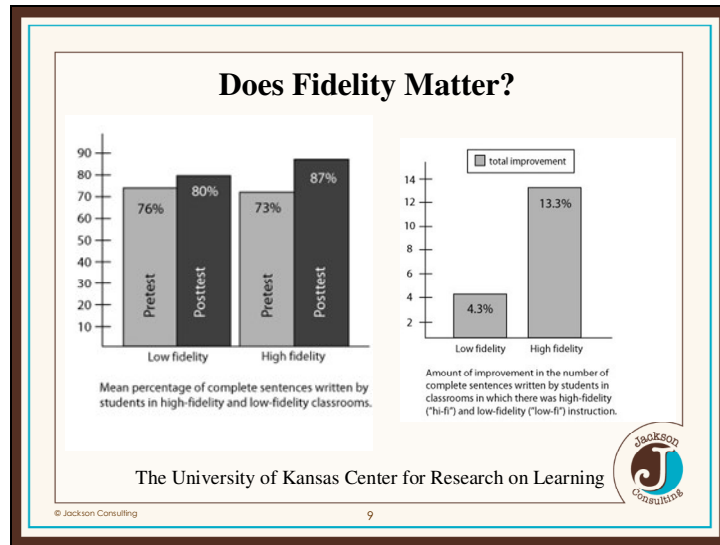
Our research indicates that coaching does indeed lead to successful adoption and effective use of proven instructional methods, with one crucial caveat: The right conditions--in the form of administrative support and qualified coaches--must be in place. In schools in which either of these elements is missing, implementation success rates have been low.

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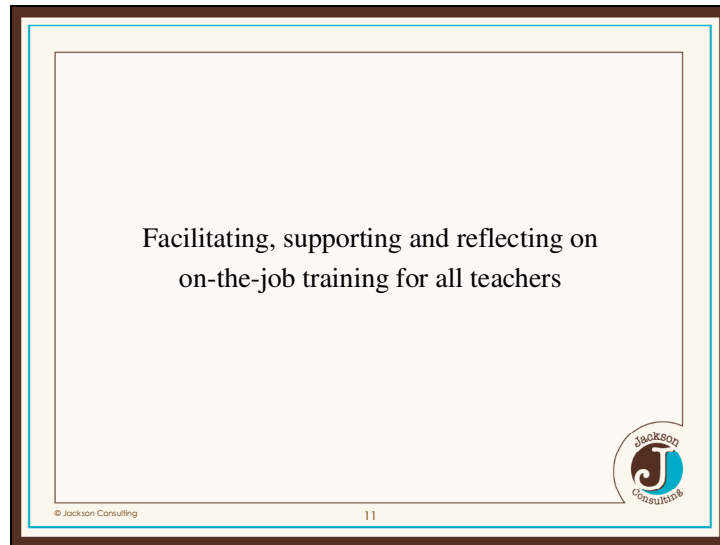


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What are the traits of an effective coach?


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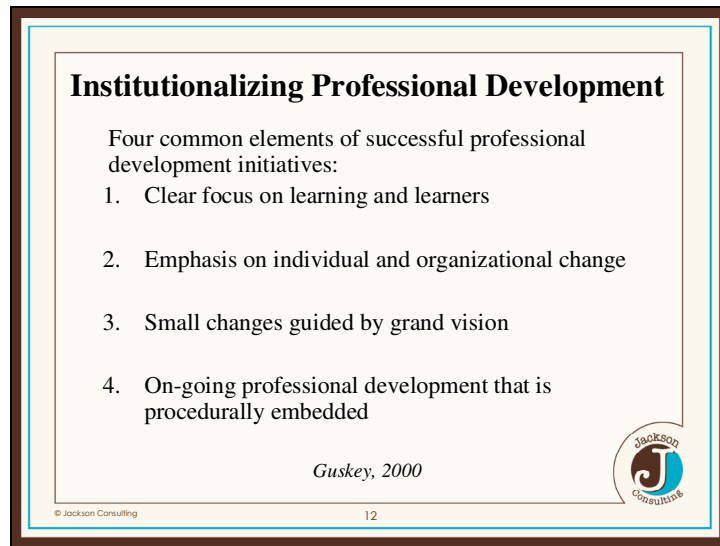


Facilitating, supporting and reflecting on
on-the-job training for all teachers

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Institutionalizing Professional Development

Four common elements of successful professional development initiatives:

1. Clear focus on learning and learners
2. Emphasis on individual and organizational change
3. Small changes guided by grand vision
4. On-going professional development that is procedurally embedded

Guskey, 2000


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Training Outcomes

Training Components and Combinations	Training Outcomes		
	Knowledge	Skill	Transfer of Training
Information	.63	.35	.00
Theory	.15	.50	.00
Demonstration	1.65	.26	.00
Theory Demonstration	.66	.86	.00
Theory Practice	1.15		.00
Theory Demonstration Practice		.72	.00
Theory Demonstration Practice Feedback	1.31	1.18	.39
Theory Demonstration Practice Feedback Coaching	2.71	1.25	1.68



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How Do Ideas Spread?

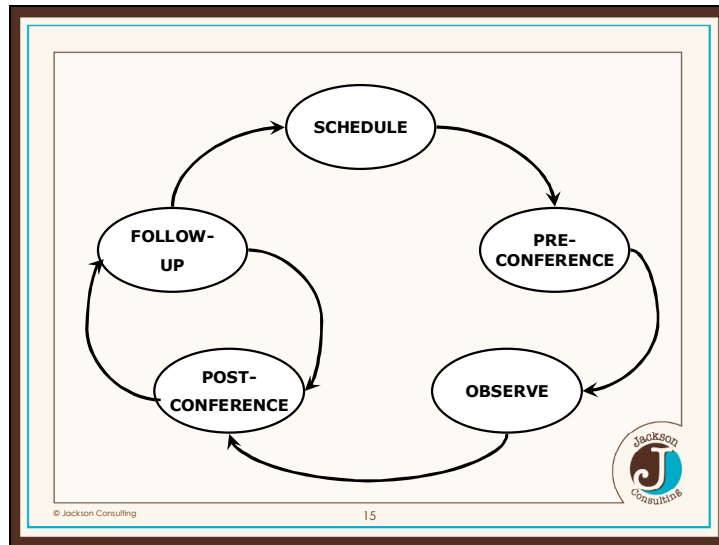
Malcolm Gladwell observed that
“ideas and products spread just like viruses do”

WITH CONTACT!



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The Coaching Sequence

Segment One: Pre-Conversation (Brokering The Deal)

- Following up on walk-through
- Following up on student data
- Teacher request

Segment Two: Collecting Data (The Action)

- Observation
- Demonstration
- Co-teaching/Side-By-Side Coaching

Segment Three: Prompting Reflection (The Coaching)


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Coaching Tasks: Level I

Informal; helps to develop relationships

- Conversations with colleagues (identifying issues or needs, setting goals, problem solving)
- Developing and providing material for/with colleagues
- Developing curriculum with colleagues
- Participating in professional development activities with colleague (conferences, workshops)
- Leading or participating in Study Groups
- Assisting with assessing students
- Instructing students to learn about their strengths and needs




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Coaching Tasks: Level II

More formal, somewhat more intense; begins to look at areas of need and focus

- Co-planning lessons
- Holding team/department meetings
- Analyzing student work
- Interpreting assessment data (helping teachers use results for instructional decision making)
- Individual discussions with colleagues about teaching and learning
- Making professional development presentations for teachers




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Coaching Tasks: Level III

Formal, more intense; may create some anxiety on part of teacher or coach

- Modeling and discussing lessons
- Co-teaching lessons
- Visiting classrooms and providing feedback to teachers
- Analyzing videotape lessons of teachers
- Doing lesson study with teachers




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Where do I start?

Be prepared to answer/share these questions:

- What is the goal of the coaching role?
- What should I expect from teachers?
- What should I expect from the principal?
- How will I recognize when things are going well?
- How will I recognize when things aren't going so well?
- How will I fix it up?




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Assessing the Stages of Concern: Gathering Valuable Information

- Ask questions!
- Provide open ended question prompts
- Use a questionnaire




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Stages of Concern

Concerns-Based Adoption Model (Hall & Loucks)


	Concern	Expression of Concern
6	Refocusing	I have some ideas about something that would work even better
5	Collaboration	How can I relate what I am doing to what others are doing?
4	Consequence	How is my use affecting learners? How can I refine it to have more impact?
3	Management	I seem to be spending all my time getting materials ready.
2	Personal	How will using it affect me?
1	Informational	I would like to know more about it.
0	Awareness	I am not concerned about it



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What Exactly Am I Coaching?

When I Am The Expert	When I Am Not
<ul style="list-style-type: none">• Classroom management and organization• Essential routines and procedures• Lesson preparation• Effectiveness of lesson execution• Differentiating instruction for diverse learners with a lesson• Student engagement and content mastery	<ul style="list-style-type: none">• Differentiating instruction for diverse learners• Incorporating additional techniques or structures to boost lesson effectiveness• Reflection, reflection, reflection• Data analysis• Cross content area discussion and reflection



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What is the #1 coaching pitfall?




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**What Keeps Coaches
Out of the Classroom?**

- ♣ Fear of not knowing enough
- ♣ Unsure of where to start
- ♣ Failure for leadership to set up coaching role properly
- ♣ Lack of literacy coach scheduling
- ♣ Teachers unsure of what to ask for
- ♣ Resistance from staff
- ♣ Too much busywork/paperwork
- ♣ Lack of an initiative




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Three Important Coaching Questions

1. Does coaching lead to implementation?
2. What about faithfulness to materials?
3. What do teachers think about coaching?



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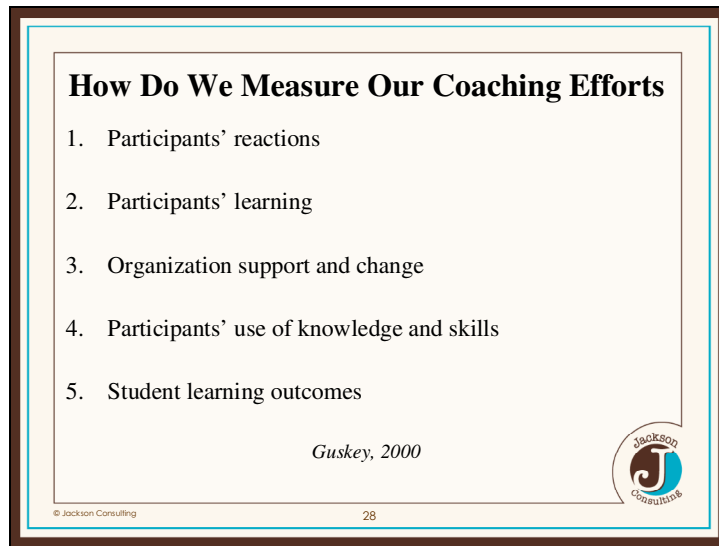
Navigating Resistance

- People Reasons
- Content Reasons
- Access Reasons

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How Do We Measure Our Coaching Efforts

1. Participants' reactions
2. Participants' learning
3. Organization support and change
4. Participants' use of knowledge and skills
5. Student learning outcomes

Guskey, 2000

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Lessons Learned

- Go slow to go fast
- Focus on relationships
- Have a partnership mind-set
- Offer teacher choices

Jim Knight




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Six Critical Considerations for Coaching

1. Sufficient time to work with teachers
2. Proven research-based interventions
3. Professional development for instructional coaches
4. Protecting the coaching relationship
5. Ensuring principals and coaches work together
6. Hiring the right instructional coaches

Jim Knight



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Recommended Resources

University of Kansas Center for Research on Learning
www.instructionalcoach.org

Literacy Coaching Clearinghouse
www.literacycoachingonline.org

Standards for Middle and High School Literacy Coaches
http://www.reading.org/downloads/resources/597coaching_standards.pdf



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Keep in Touch!

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The Literacy Coach Role: The Big Picture

Coach Procedures might include:

- Conducting one-to-one or small-group meetings to identify how best to collaborate with a teacher or teachers to address their most pressing concerns
- Guiding teachers through instructional manuals, checklists, and other materials
- Collaboratively planning with teachers to identify when and how an intervention might be implemented
- Preparing materials for teachers before instruction
- Modeling instructional practices in teachers' classrooms
- Observing teachers using interventions
- Providing feedback

Coaching Tasks in Depth

Derived from Bean, 2004

<p>Level I: <i>Informal; helps to develop relationships</i></p>	<ul style="list-style-type: none">• Conversations with colleagues (identifying issues or needs, setting goals, problem solving)• Developing and providing material for/with colleagues• Developing curriculum with colleagues• Participating in professional development activities with colleague (conferences, workshops)• Leading or participating in Study Groups• Assisting with assessing students• Instructing students to learn about their strengths and needs• Regular check-ins with site leadership/department chairs
<p>Level II: <i>More formal, somewhat more intense; begins to look at areas of need and focus</i></p>	<ul style="list-style-type: none">• Co-planning lessons• Holding team/department meetings• Analyzing student work• Interpreting assessment data (helping teachers use results for instructional decision making)• Individual discussions with colleagues about teaching and learning• Making professional development presentations for teachers• Regular check-ins with site leadership/department chairs
<p>Level III: <i>Formal, more intense; may create some anxiety on part of teacher or coach</i></p>	<ul style="list-style-type: none">• Modeling and discussing lessons• Co-teaching lessons• Visiting classrooms and providing feedback to teachers• Analyzing videotape lessons of teachers• Doing lesson study with teachers• Regular check-ins with site leadership/department chairs

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Monitoring My Responsibilities – The Coach

	Score 3: Strong evidence 2: Some evidence 1: Little evidence 0: No evidence	Needs Attention – Next Steps
Assisting grade level teams in analyzing their data and making instructional decisions using core curriculum		
Assisting principal in supporting and observing support staff		
Supporting the development of and adherence to a pacing plan and daily instructional schedule		
Daily classroom presence: observing, modeling, providing feedback, hosting demonstration classrooms		
Delivering mini-professional development tied to teacher and student needs		
Attending professional development relating to role and sharing information with principal and staff, as needed		
Problem-solving regularly and providing focus to teachers as they making instructional decisions		
Weekly meetings or “check ins” with principal to determine support path for teachers		
Focusing on continuing development of personal literacy skills		
Providing support to interventions teachers and insuring that full instructional minutes are scheduled and delivered		
Analysis of data with teacher teams		
Feedback to teachers is timely and curriculum focused		

The Coaching Sequence

	Important Considerations/Questions/Prompts
<p style="text-align: center;">#1</p> <p>Pre-Conversation “Brokering the Deal”</p> <ul style="list-style-type: none"> ✓ Following up on walk-through ✓ Following up on student data ✓ Teacher or grade level request or area of focus 	<ul style="list-style-type: none"> • <i>Tell me how you’re structuring your time as you teach XYZ</i> • <i>What lessons are you presenting?</i> • <i>What components are you implementing the intensive/strategic/benchmark students? How is that going?</i> • <i>What parts of the lesson are a “slam dunk” and which leave you feeling less than accomplished?</i> • <i>I know that we focused on XYZ previously. How is your continued implementation of those techniques going? What areas can use further refining just like we did with XYZ?</i> • <i>I know that you were focused on bring Johnny, Juan and Emelinda to benchmark. How is their progress? What have you tried? What do you need further support in?</i> • <i>Tell me a little more about...</i> • <i>Let me see if I understand...</i> • <i>Tell me more about...</i> • <i>I’m wondering...</i> • <i>I talked with Mrs. Jones about XYZ yesterday. How are you feeling about that area?</i>
<p style="text-align: center;">#2</p> <p>Collecting Data “Gathering the Evidence”</p> <ul style="list-style-type: none"> ✓ Observation ✓ Demonstration ✓ Co-observation ✓ Side-by-side ✓ Shadow ✓ Data analysis 	<p>As Coach observes teacher:</p> <ul style="list-style-type: none"> • Communicate care • Be unobtrusive • Use teacher’s manual to follow lesson • Establish ahead of time where you will sit • Avoid interrupting lesson, unless negotiated during pre-conference • Observe exactly what was agreed upon in Segment One <p>As Teacher observes Coach:</p> <ul style="list-style-type: none"> • Determine the level of participation you expect from the teacher during the lesson • Ask teacher to follow teacher’s manual lesson as s/he observes • Provide the teacher with 2-3 main focus points (“I’d like you to keep track of how long my transitions from A to B take” or “As you observe the lesson, watch for my scaffolding of the reading for the strategic readers in your class”)

	Important Considerations/Questions/Prompts
	<ul style="list-style-type: none"> • Tell the teacher the questions that you'll ask during Segment III ("When we meet, we'll discuss what you found as far as transitions and how I scaffolded for the strategic students. I'll also ask you what you would do differently and what you'll try in your classroom based upon the observation")
<p style="text-align: center;">#3</p> <p>Prompting Reflection "Let the Coaching Begin!"</p> <ul style="list-style-type: none"> ✓ Conversation ✓ Written correspondence ✓ Phone Conversation ✓ In-the-hallway chat 	<p>Reflecting on the instruction</p> <ul style="list-style-type: none"> • <i>How did you think the lesson went?</i> • <i>What would you do differently? Why?</i> • <i>What triggered that thought?</i> • <i>How is this different from how you might have delivered the lesson?</i> • <i>Tell me what you thought when...</i> • <i>How do you know that...</i> • <i>What I hear you saying is...</i> • <i>What were you surprised about?</i> • <i>What can you imagine us focusing on next?</i> • <i>This leads me to think that we should take a look at...</i> <p>Reflecting on the coaching process</p> <ul style="list-style-type: none"> • <i>How can we improve upon our coaching exchanges in the future?</i> • <i>What type of coaching technique might be even more supportive of you? (Side-by-side coaching, observation of another teacher with coach, data study meeting, observation of coach teaching, mirror coaching, co-teaching a lesson)</i>

Resistance: People Reasons

Fear of the unknown

Individuals are not sure what they are to do and it creates anxiety

Lack of power

When individuals feel powerless, they resist whatever it is that makes them feel that way

Types of power

- Legitimate power: *Derived from an individual position in the hierarchical structure*
- Reward power: *Control over and administration of records, promotions, raises*
- Coercive power: *Ability to punish*
- Expert power: *Based upon a special ability, expertise or knowledge base*
- Referent power: *Based upon a person's attractiveness, appeal or charisma*
- Information power: *Ability for an individual to gain information about particular issues*

Inertia

People do not want to change

Lack of self interest

Not inclined to see group benefit if innovation is not personalized or unless it supports their view

Avoidance of conflict

Conflict, which creates anxiety/frustration/resentment, is avoided at all costs

Failure to communicate

Information is ambiguous, receiver has selective perception; language is too technical, perception of confusing undertones

Escalation of commitment

Defensiveness arises as the individual might learn he is incorrect and the longer we wait to intervene, the farther the reach of discomfort

That's Just the Way They Are
Fear of what others might think

Resistance: Leadership Factors

Mismanaged change

Enforced change: Change from the outside that requires accommodation

Expedient change: Change from within the system that requires reaction

Essential change: An individual desires to do something differently and requires motivation

SOLUTION: When making a decision clearly outline whose decision it is to make, the type of accommodations the change will require, the “whys” behind the need for change and the benefit of implementing the innovation

Inappropriate norms

Professional conduct standards are not clearly set and are not compatible with group

SOLUTION: Address severe cases directly with the individual, address the unprofessional conduct and clearly outline how it affects student achievement in the short and long term, create a “fresh start” by collectively creating new norms and publishing norms and referring to norms often

Limits of trust

Individuals are limited by approach and are not comfortable with the vulnerability it requires to change

SOLUTION: Determine if there are actions leadership has taken in the past that has caused the uneasiness, outline a multi-step implementation of the innovation directly tied with student outcomes at each step and allow for and implement reasonable suggestions of the group

Conflict is avoided

Positional conflict: A contest of will where inefficiency reigns, as arguing ensues

Principled conflict: Positive communication is perceived as negative because real issues are avoided and as conflict is addressed, there are escalating expectations that are not met

SOLUTION: Plan ahead for conflict and directly address the areas that conflict may arise with the group, “float” ideas through leadership team prior to staff meeting and adjust the message according to team feedback, make it a priority to address any issue related to past conflict immediately

Not rethinking behavior

Inability to self-reflect or see the need for self-reflection

SOLUTION: Model what self-reflection looks like and why it is a critical process in implementing a new innovation, provide time and prompts for self-reflection often, use the data to take the possible “sting” out of the results

Four Types of Colleagues

Type	Focus On	My Response
Eager for help and open to trying new ideas	<ul style="list-style-type: none"> • <i>Networking</i> • <i>Building professional repertoire, strategies, resources</i> • <i>Finding/creating professional development opportunities</i> • <i>Sharing success stories to build a case for the effectiveness of the implementation at OUR school with OUR students</i> 	
Eager for help but resistant to trying new strategies	<ul style="list-style-type: none"> • <i>Short “blips” of information</i> • <i>Keep the door open by being highly visible, but not appearing to “leap” at any available coaching opportunity</i> • <i>Ask facilitative and reflective questions:</i> <ul style="list-style-type: none"> – <i>What is working well for you?</i> – <i>Do you have a concern about the progress of any of your students?</i> – <i>Do you have any questions or suggestions for me?</i> 	
Not seeking immediate assistance but not resistant	<ul style="list-style-type: none"> • <i>Advertising the work you do</i> • <i>Share success stories</i> • <i>Plan for using the facilitative questions strategically:</i> <ul style="list-style-type: none"> – <i>What is working well for you?</i> – <i>Do you have a concern about the progress of any of your students?</i> 	

	– <i>Do you have any questions or suggestions for me?</i>	
Not seeking assistance and resistant	<ul style="list-style-type: none"> • <i>Establishing with the leadership that cooperation is a minimum requirement</i> • <i>Sharing student data publicly and non-judgmentally</i> • <i>Advertising and sharing success stories</i> • <i>Avoid shying away from this resistor - - be a constant presence</i> • <i>Seize opportunities to ask the facilitative questions</i> 	

The Coaching Sequence Planning Template

Segment	Important Considerations/Questions/Prompts
Segment One: Pre-Conversation “Brokering the Deal” ✓ Following up on walk-through ✓ Following up on student data ✓ Teacher or grade level request or area of focus	

Segment	Important Considerations/Questions/Prompts
<p>Segment Two: Collecting Data “Gathering the Evidence”</p> <ul style="list-style-type: none"> ✓ Observation ✓ Demonstration ✓ Co-teaching/ side-by-side Coaching ✓ Data analysis 	
<p>Segment Three: Prompting Reflection “Let the Coaching Begin!”</p> <ul style="list-style-type: none"> ✓ Conversation ✓ Written correspondence ✓ Phone Conversation ✓ In-the-hallway chat 	

The Teacher’s Response: Possible Action Steps

Toll, 2005

- Try a new instructional practice
- Use a new assessment technique
- Refine an existing practice
- Observe one student closely
- Alter student conferencing practices
- Organize instructional time differently

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- Observe another teacher
- Observe the coach modeling a practice
- Reorganize the classroom
- Read an article and discuss with coach
- Attend a workshop
- Plan with other teachers
- Meet with the principals for advise, resources or both
- Confer with a parent
- View a videotape
- Be videotaped
- Write reflections
- Find new materials or resources
- Conduct research

Coaching Feedback Checklist (Providing feedback to the coach)

Coach: _____ Observer: _____
 Date: _____ Lesson Observed: _____

	Yes	No	Notes for Debriefing
Coach creates a physical atmosphere of collaboration			
Coach asks teacher to reflect on lesson immediately			

Coach uses various questions to prompt reflection as necessary during the conversation			
Coach utilizes written lesson/curriculum as a tool to modify and correct teacher behavior			
Coach omits "I like"-type comments from coaching situation			
Coach models routine/procedure for teacher, if necessary			
Coach asks teacher to practice routine/procedure for teacher, if modeling has occurred			
Coaching exchange results in clear "next steps" for follow up			
Coach completes coaching exchange by prompting reflection on the coaching process			

Additional Notes for Debriefing

Individual Teacher Conference Record Sheet

Teacher: _____
 Coach: _____

Grade: _____
 Date: _____

How it's going:

--

Items discussed:

For future discussions:

Teacher Action Steps	Coach Action Steps	Other Action Steps

Next Meeting? What to bring to meeting?

Coaching Cycle Long-Term Recordkeeping Document

Teacher: _____
Coach: _____
Dates: _____

Cycle 1		
<i>Pre-Conference</i>	<i>Collecting Data</i>	<i>Prompting Reflection</i>

Areas of Concern	What the data shows	Questions and Suggested Action
Area of Focus	I observed students...	Model New Technique(s)
Type of Coaching <input type="checkbox"/> side-by side <input type="checkbox"/> coach demo <input type="checkbox"/> coach observation of teacher <input type="checkbox"/> shadow teach <input type="checkbox"/> collaboratively observe another teacher <input type="checkbox"/> data study session	I observed the teacher...	Next Steps

Coaching Cycle Long-Term Recordkeeping Document

Teacher: _____
Coach: _____
Dates: _____

Cycle II		
<i>Pre-Conference</i>	<i>Collecting Data</i>	<i>Prompting Reflection</i>

Areas of Concern	What the data shows	Questions and Suggested Action
Area of Focus	I observed students...	Model New Technique(s)
Type of Coaching <input type="checkbox"/> side-by side <input type="checkbox"/> coach demo <input type="checkbox"/> coach observation of teacher <input type="checkbox"/> shadow teach <input type="checkbox"/> collaboratively observe another teacher <input type="checkbox"/> data study session	I observed the teacher...	Next Steps

Coaching Cycle Long-Term Recordkeeping Document

Teacher: _____
Coach: _____
Dates: _____

Cycle III		
<i>Pre-Conference</i>	<i>Collecting Data</i>	<i>Prompting Reflection</i>

Areas of Concern	What the data shows	Questions and Suggested Action
Area of Focus	I observed students...	Model New Technique(s)
Type of Coaching <input type="checkbox"/> side-by side <input type="checkbox"/> coach demo <input type="checkbox"/> coach observation of teacher <input type="checkbox"/> shadow teach <input type="checkbox"/> collaboratively observe another teacher <input type="checkbox"/> data study session	I observed the teacher...	Next Steps

Vocabulary:
Using New Words
Grades 7-8
10-15 minutes

Teach

As a review of the following words, quickly go over the student-friendly definitions developed earlier in the week. Ask students to provide any other information about the word they may have developed.

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situation adapt solitary reserved culture

situation- *a position someone or something finds themselves in depending on what is going on around them*

adapt- *changing what you do or feel to get used to something*

solitary- *being alone and cut off from everything*

reserved- *holding back what you want to say or do*

culture- *a group of people's art, food, beliefs, customs, music, and dress*

Conduct a group discussion using the following questions:

- *Describe a situation that would be hard to handle? What is an example of a pleasant situation to be in?*
- *What are some ways that a person can adapt to be living in a new place?*
- *What is something you have adapted to?*
- *What would solitary make you feel like? Describe a solitary situation.*
- *What are some ways that people act reserved? Under what circumstances might you act reserved?*
- *Describe some cultures that you are familiar with. Can people belong to more than one culture?*

Explain that in order to use words effectively in a sentence, you have to make sure you understand the meaning of the word, and can figure out if a word is being used correctly.

Model

Demonstrate writing a sentence on the board using the word *situation* based on the discussion that just took place or use the example below. Model the think-aloud process while developing the sentence, asking aloud if the sentence uses the word in a clear enough manner.

- *The jury was in a difficult situation...*
- *The jury found themselves in a difficult situation because of interruptions...*
- *The jury found themselves in a difficult situation listening to the case because of all the interruptions by the protesters in the courtroom.*

Practice

Ask students to work with a partner to develop a new sentence for each of the remaining words. Inform the class that they will be sharing their sentences with the whole group to determine if the words are used in a clear manner.

The BIG Ideas!