

The Case for — Coaching —

Let's create
a
personalized
program

Rabecca Cisneros
Director of Ops

rabecca.cisneros@iechs.org
385-800-2140 ext 103

Know Your Audience, Right?

Who is here?

Board Members?

Directors/Principals?

Teacher Leaders/Coaches?

Teachers?

Others?

What new teachers say about year 1...

"Being a new teacher is like trying to fly an airplane while building it."
-Rick Smith

PS This is what all teachers felt this past year

- Reality Shock
- Feel Overwhelmed
- Feel Isolated
- High Stress/Frustration
- Difficult Schedule
- Don't have the skills for the workload/student needs

What teachers say about teaching....

This semester has been so long. I'm pretty sure tomorrow is Decembuary the 47th.

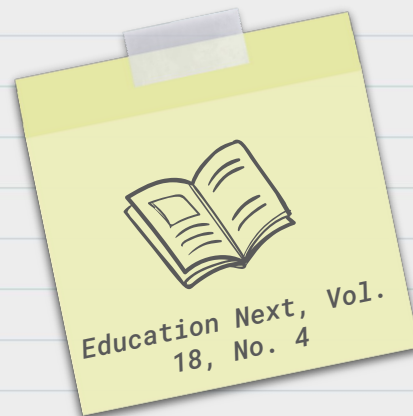
TEACHERS

PS This is what all teachers felt this past year

- Reality Shock
- Feel Overwhelmed
- Feel Isolated
- High Stress/Frustration
- Difficult Schedule
- Don't have the skills for the workload/student needs

**“Instructional coaching
improves both instructional
practice and student
achievement—more so than
other professional
development and
school-based interventions.”**

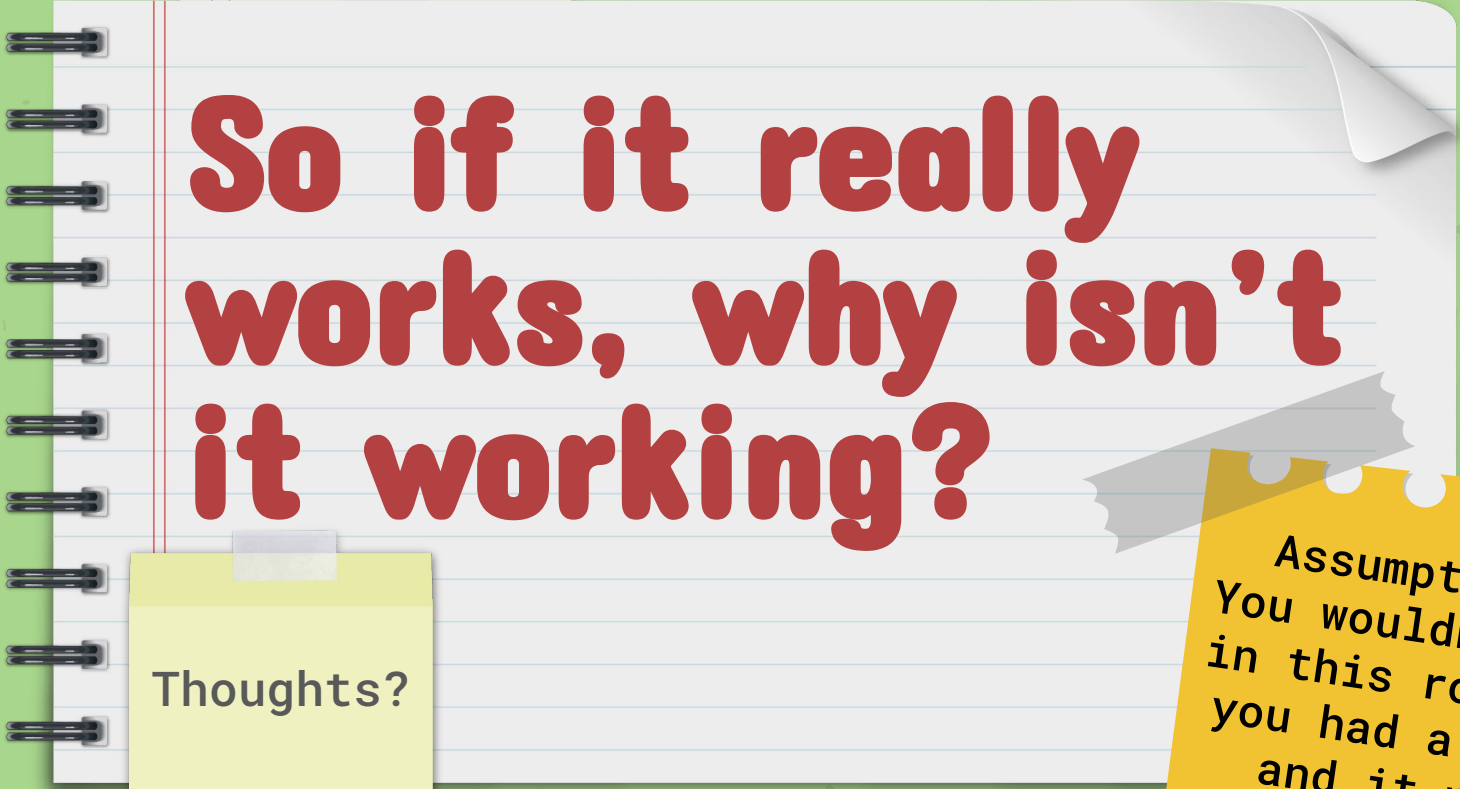
Matthew Kraft &
David Blazar



**How many of you have
some form of coaching
already in place?**

**Even just someone
called “coach”?**





**So if it really
works, why isn't
it working?**

Thoughts?

Assumption:
You wouldn't be
in this room if
you had a plan
and it was
working.

Raise your hand if...

Lack of alignment

With school-wide goal

Time Constraints

*1.25-2.5
hours/week/teacher*

“Right” fit in pairing

*General instruction
+ content*

Management of Coaches

*Coach support and
quality coaching*

Expensive

*Salaries, benefits,
& subs*

Lack of data to assess effectiveness

*Is it working?
Good use of \$?*

Question



Write your list down

What are the
essential
components of a
comprehensive
coaching
program?



Turn & Talk

Share lists.
Add or subtract.



?

**What off that
list is happening
in your school?**



What if?

What do you want to
accomplish with
coaching? Focus?

Definition of Concepts

Induction



Active transitional period between preparation and long-term career development

Evaluation



Comprehensive judgement about competence - minimum qualifications



Coaching

Promotes teacher growth and performance - improved student outcomes



Mentoring

Whenever an experienced teacher supports or guides another in their craft

Complementary but separate functions



Mentoring

Best during induction period.

Write the name of someone who would be good at getting others board with culture, calendar items, etc.



Evaluating

What would happen if you made evaluations less frequent the longer someone taught?

Besides formal classroom eval, how else could you ID teacher quality?

What is coaching?

Instructional Coaching is when a teacher and a designated coach work together to improve the quality of instruction through in-depth focus on the most important skills and routines.

Coaching is the most powerful form of professional development.



Are you ready for this?

Does that mean you shouldn't start until teachers are "ready"?

☐ ☐ ☐ Systematically

☐ ☐ ☐ Intentionally

☐ ☐ ☐ With support



Questions

1

What are the mindsets and beliefs about student achievement?

2

How open are staff to change and implementing new practices to ensure student learning?

3

Are staff overwhelmed by initiatives, changes, or other mandates?



Word of Caution

Implementing items on a
checklist won't yield a
culture of coaching.

Enabling Culture, Structures, & Process

Conditions in which a school is a place for/with:

- ☐ Professional talk
- ☐ Evidence informed inquiry
- ☐ Professional learners
- ☐ Systematically fostered
- ☐ Time & space
- ☐ Formal induction process
- ☐ Professional learning teams
- ☐ Coaching arrangements
- ☐ Classroom observation schedules

Learning
Architecture
and Enabling
Structures

Values



Priorities

Culture

4 Themes

Coach
Selection/
Assignments
made

Sufficient
Time
Allocated/
Scheduled

School-wide
evidence based
inquiry

Induction/
Coaching Seen
as a priority

How & Why

<i>For both the teacher & coach</i>	Selection & Assignments
Significant because...	
Without it would mean...	

Time & Schedule	School- Wide Inquiry	Priority



Use the worksheet to consider where you are now...



What is in place already?



What is missing?



What next?



Who needs to be involved now?

S Strength

M Moderate

N Not Yet

*How could you
use this survey...*

Teachers?

Coaches?

Administrators?

From the Reflective
Guide to Mentoring

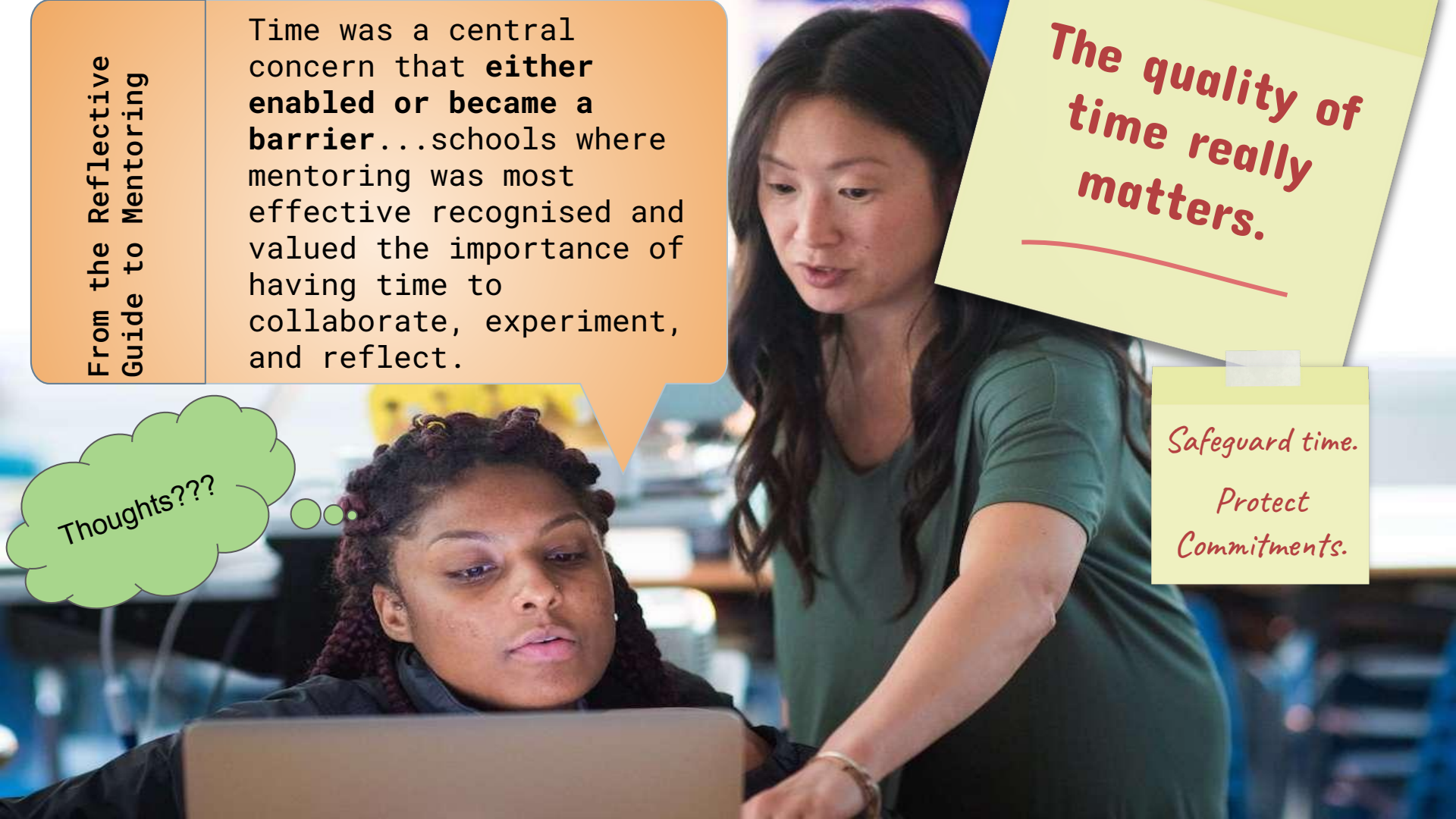
Time was a central concern that **either enabled or became a barrier**...schools where mentoring was most effective recognised and valued the importance of having time to collaborate, experiment, and reflect.

Thoughts???

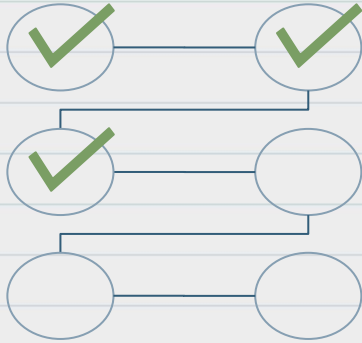
*The quality of
time really
matters.*

Safeguard time.

*Protect
Commitments.*



Coaches Time Allotment



"Tracking holds us accountable for the most important work: face-to-face interaction with teachers."

Coaches should schedule and track time. Why?

Real Questions to be answered:

1. What skill are you working on helping them develop?
2. Where are you in the coaching cycle?
3. What styles of coaching have you used?
4. What is next?



Teacher Autonomy is central to success

Non-negotiables MUST be adhered to

Refraining from upholding professional standards of acceptable teaching is not a matter of honoring autonomy.



"Telling people what we think of their performance doesn't help them thrive...telling how we think they should improve *hinders* learning."

"What do you think about this approach?"

THE TEACHER SHOULD DO THE THINKING

Coaching should be a goal directed process

Comprehensive Coaching Plan

How this
looks at
Itineris

Year 3

Mentoring



New Teachers form a cohort and meet monthly as a group

Evaluating



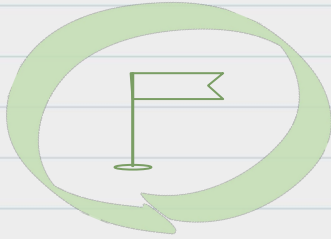
2x if <3 years or PIP
1x if 3-5 or new to IECHS
1x every 3 years if 6+

Coaching



Structured,
non-evaluative,
generally teacher
directed

Cheat Sheet



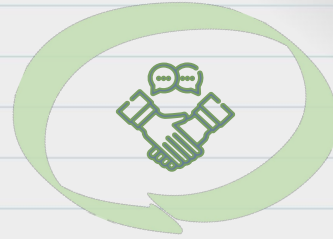
Pre-Conference

Figure out the areas of focus, determine observations, set a time for debrief



Data Gathering

Observe and gather real, hard data about the teaching



Debriefing

Mull over data, make adjustments, set next date

****The format is the same, the focus and frequency is tailored to individual needs.**



**Coaching
happens in
protected
conversations**

Comprehensive Coaching Plan

How could this look at your school?



Mentoring

Who?
What?
When?



Evaluating

School Principal
Academic Director



Coaching

The coach who has
ZERO say in job or
evaluations

**This sounds great
and all...**



Where could you start?

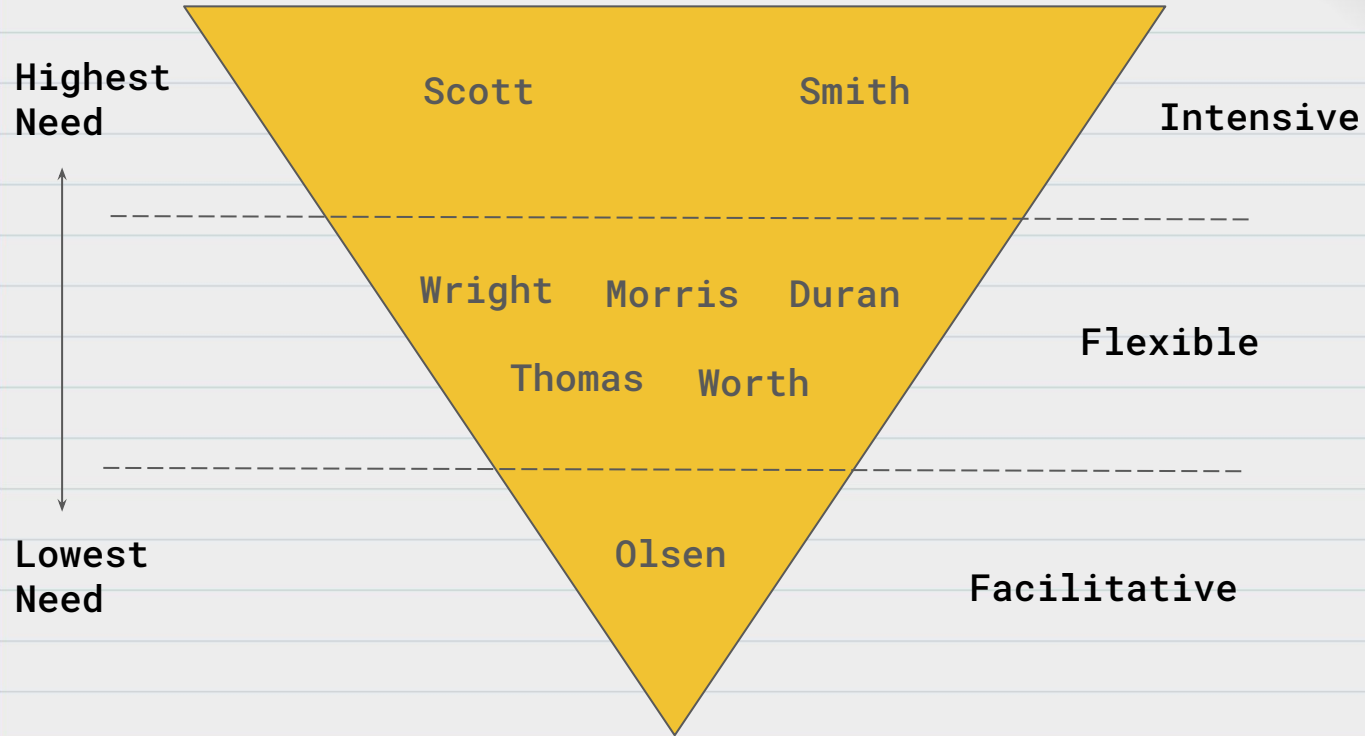
Start with
a tiny
skill so
that you
can build
trust &
teacher
confidence
-then
anything is
possible

Starting Small

1. Articulate a definition and vision
2. Broaden the definition of coaching
 - a. Targeted and supported reflection of practice
 - b. Include multiple interrelated activities as part of a system
 - i. Self-Reflection
 - ii. Peer-to-Peer observation & feedback
 - iii. Individual coaching sessions
 - iv. Facilitated PLC conversations
3. Leverage technology
 - a. Video observation
 - b. Feedback from self, the team, one coach, or many
(Awesome tool to help coaches increase their effectiveness as well)

*Don't let
perfection be
the enemy of
progress.*

Develop a tiered system of coaching



Exercise

What is the principal's instructional goal?

"I was thinking about our instructional focus on ---- ..."



Principal feels there is a goal.

Goal is too vague to be a goal.



Go & Talk to Principal to get specifics or share some ideas.

(Today - borrow neighbors)

How to break down a goal to get a skill

This can be done as leadership team, coaching team, or with individual teachers...

Step 1 > At top of paper, write the principal's instructional goal (school wide or from eval).

Step 2 > Set a timer for 10 mins. Brainstorm and jot down every single skill that teachers need to know in order to master the goal

Goal: To decrease number of intensive students by $\frac{1}{2}$ by Apr 1

- everyone gets diagnostic below benchmark*
- drill down data*
- regroup often*
- know which curriculum to use*
- progress monitor every 2 weeks*
- share data across grade level*

Step 3 > Go through list, cross off any repetitions or disconnected ideas, combine as you see fit. Add any missing ideas.

Goal: To decrease number of intensive students by $\frac{1}{2}$ by Apr 1

- share results with classroom teachers (4)
- everyone gets diagnostic below benchmark (1)
- drill down data (2)
- ~~-adjust core to accommodate strugglers~~
- regroup often
- know which curriculum to use (3)
- progress monitor every 2 weeks (5)
- share data across grade level

Step 4 > Order the items on your list starting with the skill the teachers need to learn first, second, and so on.

Step 5 > Put skills in order, clarify wording if necessary

Goal: To decrease number of intensive students by $\frac{1}{2}$ by Apr 1

1. Learn how to give the diagnostic.
2. Learn how to drill down the data to the lowest skill and how to regroup using the data.
3. Learn which curriculum to use to match the data.
4. Learn how to progress monitor.
5. Learn the system for sharing data.

YOU NOW HAVE A PLAN FOR COACHING TOWARD THE SCHOOL WIDE GOAL - THIS WORKS FOR ALL TEACHERS!

Systematically take them through the steps. Great way to track progress - literally cross off the skills when it is learned.

What if the
teacher is a
master teacher?

?

What is the
“mama bear”
teacher is
taking
over?

?

What if the
teacher is
resistant to
a coach or
the goal?

?

“
When you
start at
the
teacher’s
point of
need, you
build
relation-
ships
quickly

Assignment

Take the survey
and identify that
one person you
will discuss your
“what next”
with?

*Unless your school is
really ready, do NOT
jump into the deep end.*