Coaching: Progress is a Process

Learning When to Stop, Go, & Yield

Office of Elementary Education and Reading

Division of Literacy

mdek12.org

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1 — **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 — **EVERY** Student Graduates from High School and is Ready for College and Career

3 — **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 — **EVERY** School Has Effective Teachers and Leaders

5 — **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 — **EVERY** School and District is Rated "C" or Higher

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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Define and discuss **effective coaching** and the **roles** of the literacy coach

Explore the **phases of coaching** and the **literacy coaching continuum.**

Apply the **coaching model** through **prioritized coaching support**

Review the importance of delivering and receiving responsive **feedback**

On your tables, you will see signs that are green, yellow, and red. We will use these signs throughout the training today to gauge your understanding and thinking of the content.

We will have strategic check-in points. However, feel free to hold up your signs as needed throughout the presentation.

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HIT THE MARK

What is Coaching?

Where do I begin my journey?

"The art of assisting people enhances their effectiveness, in a way they feel helped."

- Thomas Crane

GO

Coaching is…	Coaching isn't…
providing scaffolded support to administrators and teachers that align to the Science of Reading.	only conducting observations of teachers.
following a specific coaching cycle with every teacher in the building.	avoiding classrooms of hard-to-reach teachers.
learning and growing in your own craft each day.	teaching *for* the teachers.

- Occurs when coaches want to build and maintain relationships *more* than they want to improve teaching and learning. From this perspective, coaches act to increase their perceived value to teachers by providing resources *and* avoiding challenging conversations.

- They may demonstrate lessons, share curriculum materials, or facilitate learning without holding an expectation that teachers apply the learning in their classrooms.

- Includes testing students, gathering materials for teachers to use, finding web sites for students to use, or sharing professional publications or information about workshops or conferences.

- Includes feedback to teachers that **describes teacher behaviors rather than student learning.**

- Includes high-stakes interactions between coaches and teachers, such as curriculum analysis, data analysis, instruction (and instructional changes), assessment, and personal and professional beliefs (with conversations) and how they influence practice.

- Requires coaches to say "no" to trivial requests for support and to turn their attention to those high-leverage services that have the greatest potential for teaching and learning.

- Holds all adults responsible for student success and engages them as members of collaborative learning teams to learn, plan, reflect, analyze, and revise their daily teaching practices based on student learning results.

- Requires coaches to work with *all* teachers in a school, not just those who volunteer for (or welcome) coaching services.

- Requires coaches to seek and use data about their work and regularly analyze their decisions about time allocation, services, and impact.

- **Coaching heavy** does not mean being *directive, demanding, or authoritative.* Heavy means **substantive, weighty, valued**. It means robustly engaging in the work of coaching with a laser-like focus on improving student learning.

- **Coaching light** is more focused on the *teaching rather than learning*. It emphasizes the sense of **being supported rather than the sense of producing results.**

Using the sticky notes on your table, write down the roles of the coaching job. When finished, you will place them in the zone that aligns to your feelings about that task. Label each sticky note with your initials so you know which are yours.

Potential Coaching Tasks:

creating PD, conferencing with teachers, principal debriefs, model lessons, HQIM, PA, phonics, vocabulary, comprehension, writing, talking with your RC, reports, co-teaching, observing, writing SMART goals, assisting with School Literacy Action Plans, regional meetings, state meetings, presenting to teachers, presenting to large audiences

Effective Coaching Characteristics

What qualities should be in my coaching suitcase?

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Think of a **coach** in your life that had the biggest impact on you. This can be a high school coach, former boss/coach or a current boss/coach. **What specific characteristics made them great?**

Discuss at your tables.
Be prepared to share.

Trustworthy
Establishes Rapport
Confidant
Active Listener
Effective Communicator
Respectful
Patient

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Characteristics of Effective School-Based Coaches

(Killion, J. Harrison, C. [2006]. *Taking the Lead: New Roles for Coaches and Teacher Leaders.*
Oxford, OH: National Staff Development Council, in press.)

Beliefs	Teaching Expertise	Coaching Skills	Relationship Skills	Content Expertise	Leadership Skills
• Is willing to learn • Has a passion for ongoing development and learning • Holds the attitude that everyone is important • Believes in the capacity of others to grow and develop • Does not assume to have "The Answer" • Is committed to continuous improvement • Have moral purpose • Can let go of being responsible for another person's behaviors	• Is skilled in instructional planning • Has strong classroom organizations and management • Has fluency with multiple methods of delivering instruction • Uses multiple methods for student assessment • Demonstrates success in their work as classroom teachers • Articulates their practice • Reflects on their own practice	• Understands and applies knowledge about adult development • Listens skillfully • Communicates effectively • Uses effective questioning skills • Understands and employs a specific reflection process • Diagnoses the needs of teachers • Aligns support to the identified needs of teachers	• Desires to be a part of a team • Works effectively with teachers and principals • Builds trusting relationships • Is respected by peers • Has patience for the learning process	• Possesses and applies appropriate, in-depth content knowledge • Uses extensive research and theory to support instructional decisions	• Understands and applies knowledge about change • Communicates the vision of the school • Aligns work with school goals • Uses data to drive decisions • Engages others in developing plans for improvement • Maintains a productive culture

Roles and Responsibilities

How do I respond to the traffic around me?
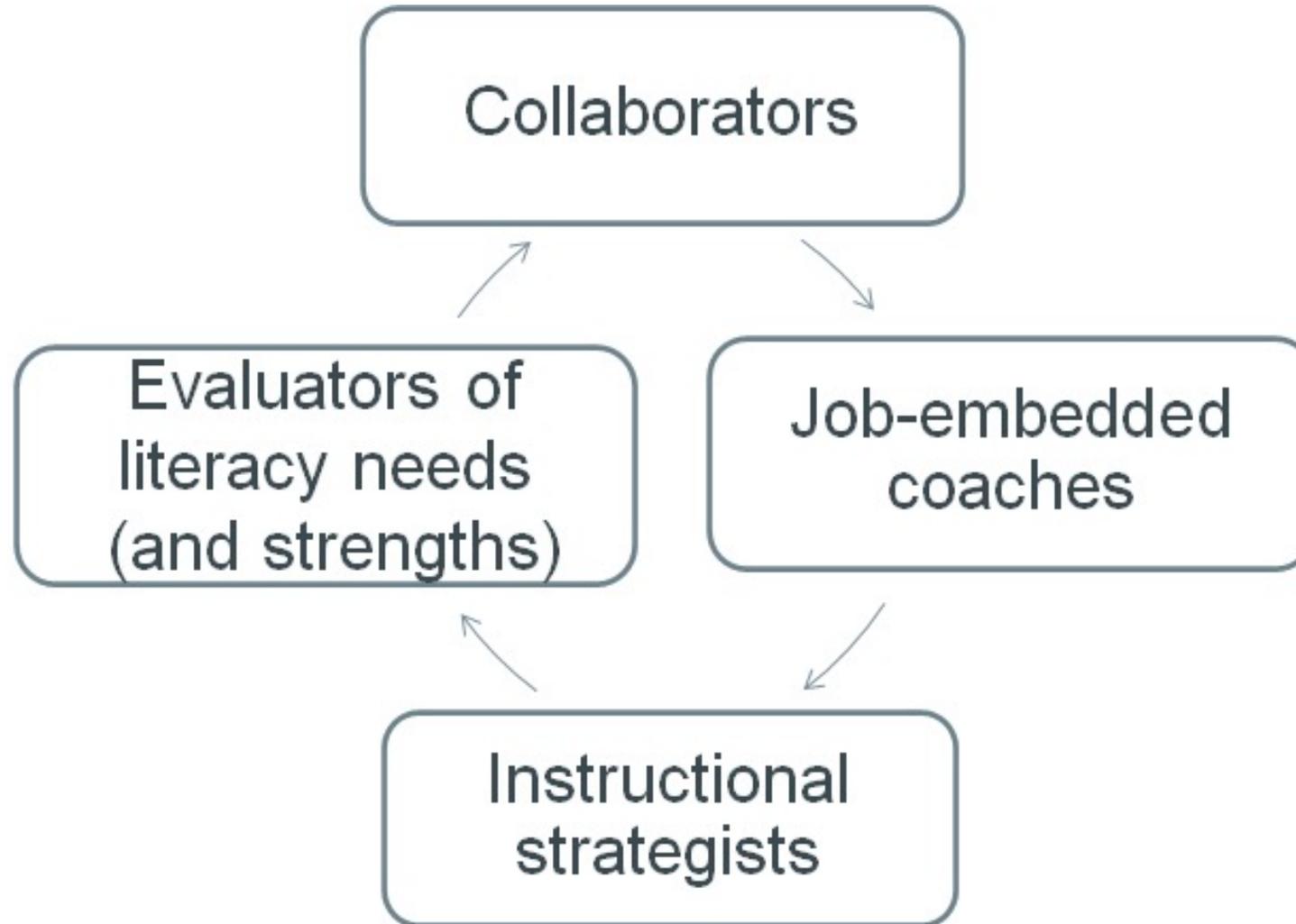
Provide appropriate services to schools so that there can be a **cohesive, sustained, intensive, and classroom-focused approach** that is rigorous, engaging, and relevant for all students

Provide a **non-threatening, open, professional, and collaborative work relationship** with district-level school personnel, school-based literacy coaches, principals, and teachers

Effectively **identify the needs** of assigned schools in order to **prioritize, schedule, organize, and provide technical assistance** so that students achieve grade level reading by the end of 3rd grade

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Knowledge of curriculum, resources, instructional practices, and assessment

Expertise with Resources

Listening Skills

Help others Recognize Their Instructional Knowledge

Ability to Provide Feedback

Excellent Teaching Skills

Demonstrate Lessons Using the Science of Reading

Provide Professional Development on a Variety of Topics

Returning Coaches: Reflect for a few minutes on some advice you wish you could have given your first-semester self. Be prepared to share.

New Coaches: Jot down your most burning questions about your new role. Be prepared to share.

The Phases of Coaching

Where do I stop, go, and yield in the coaching roundabout?

Follow up after an observation

Follow up on student data

Follow up regarding teacher request

Follow up from team meeting/principal request

Demonstration: Modeling, Management, Engagement, Instruction

Observation: Formal (Pre-conference, Debrief, Action Steps) or Informal (Short bursts, 5-7 minutes)

Side-by-side: Jointly prepare, whisper feedback in the moment, "real time"

Shadow Coaching: Mimic, very small pieces of instruction

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1. Locate the bag of questions and corresponding t-chart sheet.

2. Read each question and place the questions under the correct heading: **teacher-centered** or **student-centered**.

3. Discuss the importance of teacher-centered observation questions versus student-centered observation questions.

4. Be prepared to share out and check your answers.

Observation Perspectives:

Teacher Centered	Student Centered
How is the teacher orchestrating the lesson? Is it well orchestrated and smooth or choppy and disjointed? What is the evidence of this?	Are particular students having trouble with the intensity of the lesson? Which students? How could you tell?
What is the pacing like? Are the students keeping up with the lesson?	What was the students' product? What did the teacher expect in terms of written response? Discussion or oral response? Did the students use complete sentences and extended thoughts during the lesson?
When in the lesson, did the teacher start to "lose students? What did that look like? What did the students start to do that showed you that they were no longer focused on the lesson?	When you asked students what they were working on, could they explain the task and purpose behind it?
What percentage of the time did the teacher spend in direct instruction? Guided practice? Application?	
How many re-directions (which aren't necessarily a bad thing) did the teacher do during each portion of the lesson?	
Was it readily apparent what the goal of lesson(s) was? Did the teacher revisit the goal to remind the kids?	

1. Restate the purpose for the coaching interaction (1 minute)
2. Reflect on the teaching (5 minutes)

3. Using your notes, describe in detail what you saw during the lesson (5 minutes)
4. Provide specific "This was successful" feedback (2 minutes)

5. Provide specific "Here's what I'd like you to work on" feedback (5 minutes)
6. Ask the teacher to reflect on your feedback (2 minutes)

7. Choose a next step action and time commitment together (1 minute)

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Debriefing:

Reflection on the teaching: This is the commitment to increasing the quality of instruction.

Reflection on student learning: This is the commitment to increasing the quality of instruction.

Reflection on the coaching process: This is the commitment to continually improve the relationship between teacher and coach.

The Literacy Coaching Continuum

How do I continue my journey?

The Literacy Coaching Continuum

- Integrates fundamentals of adult education theory through a structure for professional learning

- Provides scaffolding according to the needs of individual teachers

- Respects and builds on the knowledge that teachers bring to the table

http://www.ascd.org/publications/books/107053/chapters/The-Context-for-a-Literacy-Coaching-Continuum.aspx

Learning Format	Description	Potential Roles of the Literacy Coach
Collaborative Resource Management	The literacy coach works with teachers to become familiar with and tap into available resources. This is an opportunity for rich conversation about instruction, grouping, and differentiated instruction.	Resource person, collaborator, encourager
Literacy Content Presentations	The literacy coach provides content knowledge and fosters collaboration. This format ensures that all teachers are on the same page in terms of information, procedures, best practice, and other matters.	Facilitator, expert, resource person

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The Literacy Coaching Continuum

| Learning Format	Description	Potential Roles of the Literacy Coach
Focused Classroom Visits	The literacy coach provides teachers the opportunity to observe a particular teaching method, learn how other teachers organize for instruction, and develop an understanding of what is expected at other grade levels.	Facilitator, resource person
Co-planning	Teachers work together to review current data and plan instruction. This might include discussion on grouping options, assessment results, and specific lesson planning.	Resource person, collaborator, encourager
Study Groups	A group of educators meets on a regular basis to discuss issues relevant to their teaching. The range of study group options includes job-alike, book study, and action research.	Facilitator, mediator, resource person

The Literacy Coaching Continuum

Learning Format	Description	Potential Roles of the Literacy Coach
Demonstration Lessons	The literacy coach demonstrates particular teaching methods to teachers who are less familiar with these methods or less confident about using them	Expert, consultant, presenter
Co-teaching	The classroom teacher and the literacy coach plan a lesson together and share responsibility for the lesson's implementation and follow-up	Collaborator, encourager, thought partner

- Observation-based and focused

- Data collection that is discussed with the classroom teacher

- Data collection used to determine possible coaching/conferencing points

Coaching as a Collaborative Effort

- Too often – coaching is punitive or associated with negative discipline – "code" for **"There is a problem, and it is you."**

- The challenge is to transform people's (and the organization's) **experience of** and **relation to** feedback and coaching.
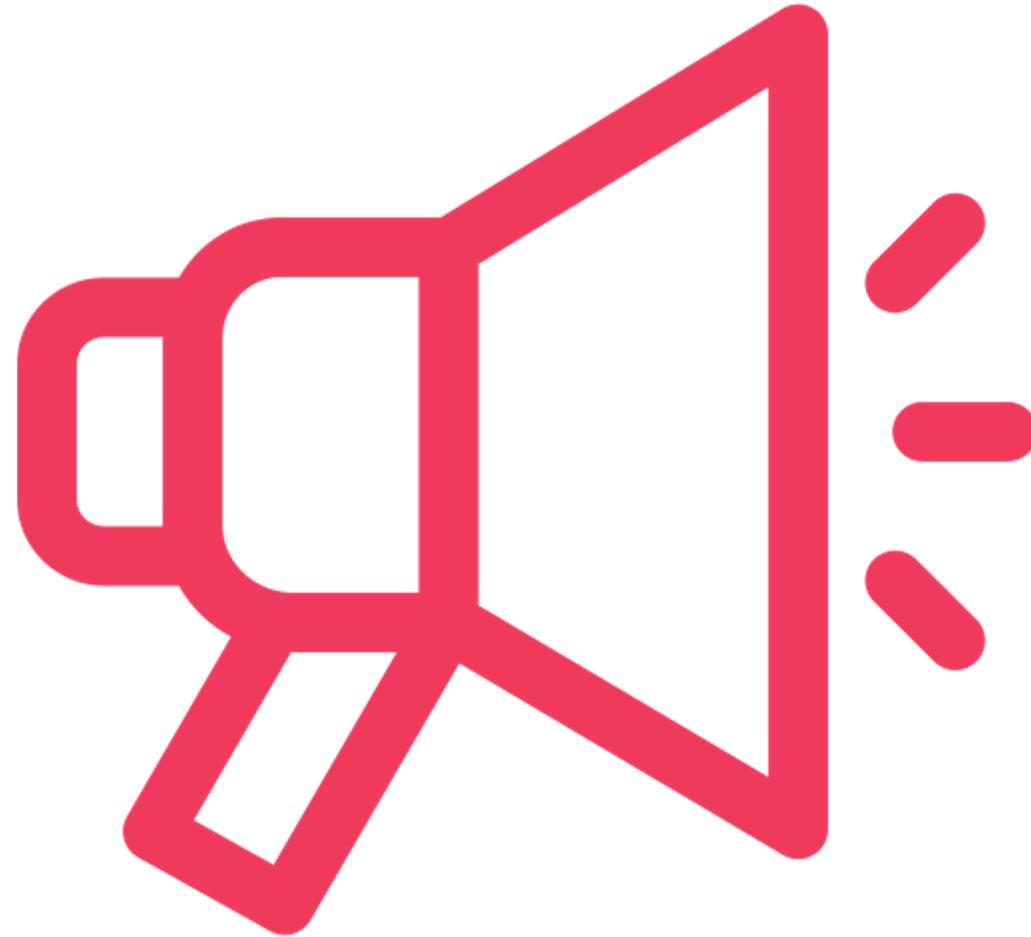
Working Lunch

Guiding questions for group discussion

Implementation and Application

How does the rubber meet the road?

What is Leadership Courage?

Courage involves **making a decision** or **taking action** where a risk is involved; a necessary force ensuring growth rather than retreat.

Courage is the quality that distinguishes great leaders from great managers.

Courageous leaders take risks that may go against the grain.

Courageous Leaders:

- lead with principles that guide them when pressure mounts;
- take bold actions even when they fear failure;
- avoid excessive admiration, and shying away from criticism;
- make decisions that have the potential to create revolutionary change;
- inspire others with their boldness and energy as a leader.

"You will never do anything in this world without courage."
Aristotle
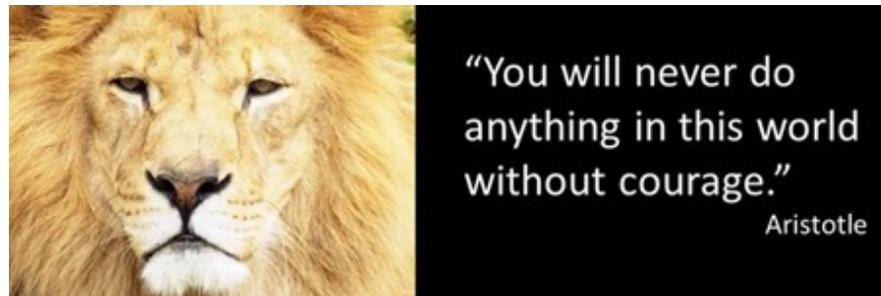
3 Types of Courageous Acts

TRY COURAGE	TRUST COURAGE	TELL COURAGE
The courage of initiative and action (making first attempts, pursuing pioneering efforts, and "stepping up to the plate")	The courage of confidence in others (letting go of the need to control situations or outcomes, having faith in other people, and being open to direction and change)	The courage of voice (raising difficult issues, providing tough feedback, and/or sharing unpopular opinions)

Courage is a teachable and learnable skill.

Why do coaches side-step difficult conversations?

- Do not want to be viewed as a bad person
- View these conversations as a waste of time/distraction from the task at hand
- Are not sure what to say or how to say it
- Fear an angry/hostile response
- Concerned that emotions will begin (i.e. crying)
- Believe that it would take too long to teach an employee, so you do it yourself

Danger of Falling

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How can coaches build strong relationships with teachers and administrators?

- Create clear and measurable job responsibilities
- Provide step-by-step instructions
- Challenge employee behavior while praising their character
- Ensure that every employee knows where they stand
- Craft opportunities for people to grow professionally
- Give candid guidance to employees (i.e. praise and criticism)

S specific	M measurable	A attainable	R relevant	T time-bound
Your goal is direct, detailed and meaningful.	Your goal is quantifiable to track progress or success.	Your goal is realistic and you have the tools and/or resources to attain it.	Your goal aligns to your company mission.	Your goal has a deadline.

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"*GRRATE Expectations*": provides the framework for discussing important areas between people that most frequently need clarification

Implementation and Application

G Goals	R Roles	R Resources	A Accountability	T Timeframe	E Empowerment
How do you create clear SMART goals?	Who is going to be involved?	What resources are needed? How do you access these resources?	Who "owns" what part(s) of the process or action steps?	All expectations need a timetable with final outcomes.	*Delegation:* • Purpose • Importance • Details • Success • Measurements • Questions

On your tables, you have a goal that has been submitted by an administrator on their School Literacy Action Plan.

Using the questions below, rewrite the goal so that is a SMART goal and discuss how will you support an administrator in writing and applying SMART goals for their School Literacy Action Plans?

Questions to consider:
- Why is this not a SMART goal?
- Which piece of the SMART goal is missing?
- How will you coach your administrator into making this a SMART goal?
- How do you approach the conversation about the goal being attainable?

Prioritizing Coaching Support

*What is the **Best Route**?*

The coaching *cycle* <u>NEVER</u> changes. Every teacher gets the same 3 steps of coaching.

Pre-conferencing

Debriefing

Gathering Data
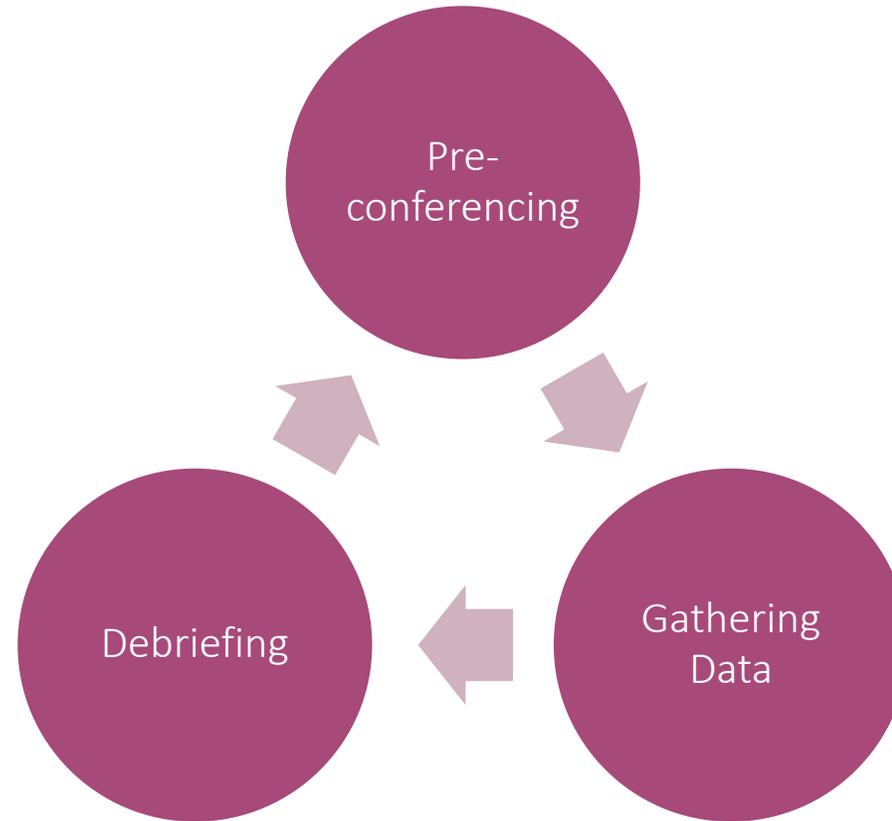
Use the styles of coaching to modify the steps to the teacher's individual needs.

A healthy coaching practice utilizes all styles of coaching, and an unhealthy practice only observes teachers.

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How Do I Prioritize Coaching

Look at <u>two</u> sources of data:

| Data Point 1: Skill Mastery of the Teacher	Data Point 2: Teacher Attitude Towards the Content
Does the teacher have mastery of these foundational skills? • classroom management • student engagement • behavior management • lesson planning • delivery of a basic lesson	Which attitude does the teacher exhibit? • resistant to coaching or content • indifferent to coaching or improving teaching • open to coaching and improvement • master teacher and prepared to go beyond the principal's instructional goal

The Ins and Outs of Interpersonal Feedback

Are we there yet?

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As **coachable leaders**,
we should strive to grow in the following areas:

- Listening
- Communicating
- Clarifying Expectations
- Asking Better Questions
- Holding Ourselves Accountable
- Following Up On Conversations
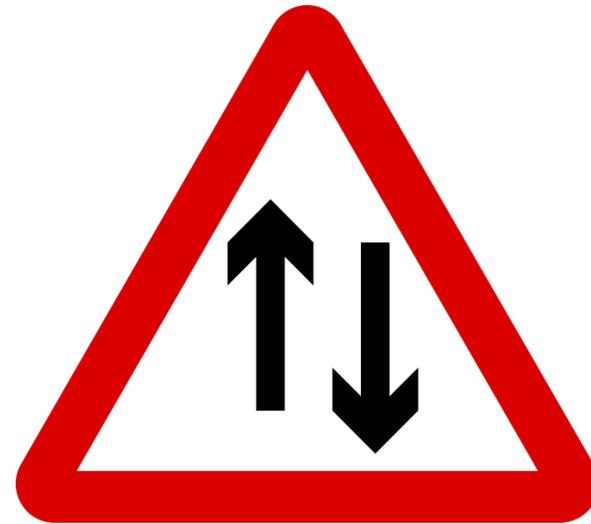
- "Feedback is the information from people that describes their perceptions of performance metrics and human interactions and relationships." - Thomas Crane
- Performance based feedback is easier to deliver because it is quantitative.
- Interpersonal feedback is more challenging because of human filters.

- EI helps individuals to slow down their reactions.

- The slower mental speed promotes better assessments of what is happening "right now" and more opportunities to choose actions and words more effectively.

- Deliberate, measured, reflective, and collaborative qualities are more available with EI.

- **360-degree feedback** synthesizes many people's perspectives about an employee and his performance, giving you a much more complete view of the person.

- Feedback is important to accomplish developmental objectives.

- Individuals rationalize feedback and delude themselves to avoid learning about other people's perspectives.

1. My job makes me act that way – I'm not really like that.
2. This was just a bad time to ask for feedback.
3. All my strengths are correct, but the weaknesses are wrong.
4. Everyone has it out for me.
5. I used to be that way, but I've changed.
6. Nobody understands what I'm going through.
7. This is not my report; it belongs to someone else.
8. My raters did not understand the questions.
9. They're all jealous of my success.
10. It's all accurate, but I just don't care!

WRONG WAY

Read the statements below and fill in the blanks.

I _____ have time.
I don't _____ to know.
I _____ know the answer.
I'm fine just as I _____.
I would _____ know what to do with this information.
It's _____ problem, not mine.
Who are they to think they know more than ____ do?

Discussion: Have you ever thought this about the feedback you have received? What made you feel this way?

More statements that an individual may say:

- I'll appear weak if I need help.
- No one asked me to give feedback.
- My boss doesn't do this – why should I?
- I'll get upset or frustrated by what I hear.
- I don't want to be criticized – again.
- I can't trust them to tell me the truth.
- It's better to let the sleeping dogs lie.
- The issue will resolve itself.
- They might say no.
- They might attack me.
- The feedback might be a lie.

Bottomline:

We must break down our own self-defenses and work on understanding and accepting whatever feedback comes our way.

- Significant unhealed emotional or psychological wounds from past trauma, resulting in a persistent sense of defensiveness

- A narcissistic tendency to take feedback as criticism

- An egotistical tendency to take feedback personally

- An egotistical need to be right, and corresponding need to see others as wrong

Resisting feedback comes at a price, some of those include:

- Feeling isolated and alone

- Missing opportunities to understand how they are perceived by others

- Losing out on good ideas that could benefit them

- A limited ability to change their thinking and behavior in a world that is always changing
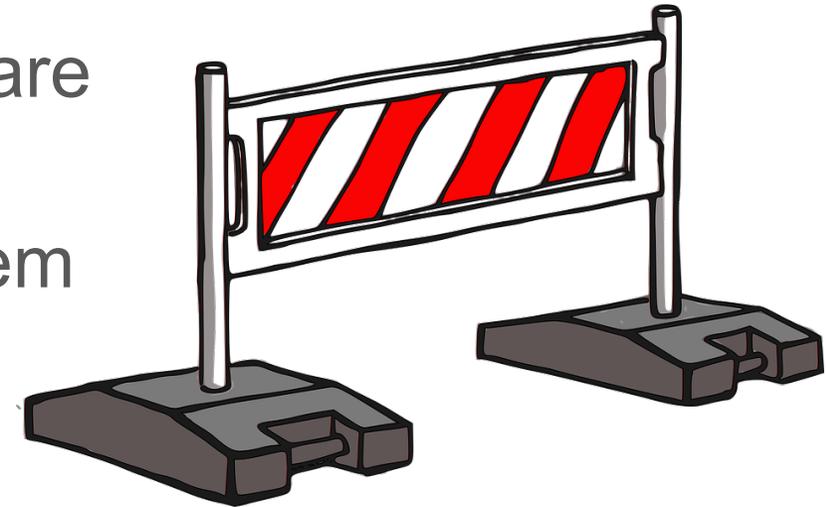
These negative feelings can affect co-workers and entire working environments.

The benefits lead to actionable steps that benefit the one receiving it, the one providing it and even our work agency.

We learn about:

- Ourselves: how we are perceived, our own personal, "triggers", and how to work better with others

- Others: their perceptions, experiences, stories and response patterns

We become leaders who:

• facilitate others feeling valued and heard.

• make improved decisions that are impactful.

• break through denial and defense mechanisms.

• change for the better.

• begin to learn faster and become more effective.

Most importantly, we become role models for "coachability" in our regions, schools, and perhaps even in our personal lives.

- Bring your healthy curiosity about what feedback might be and what you might learn.

- Detach your emotions from the feedback.

- Summon your compassion and understanding.

- Access your humility by remembering that you don't know everything.

- Be grateful that somebody is willing to share feedback with you.

- Bring a sense of shared accountability.

- Lighten up. Find some humor in the situation.

- Be aware of our made-up stories.

- Receive feedback without taking it personally.

- Give feedback without being judgmental.

- Use self-responsible language to own your feedback so you don't project your own experience on others.

- Remember that feedback always tells you something about the giver.

- Without rapport, feedback is just noise.

- Negative emotions shut down hearing and create defensiveness; positive emotions set up learning and create openness.

What Would You Do?

Where do I go now?

With your partner, you will complete a scenario carousel. You will read each scenario, individually respond, and then discuss the best course of action as a group.

Questions to consider:

1. How does this effect students?

2. What happens if I don't say/do anything?

3. What does chain of command look like for this scenario?

Please be prepared to share out regarding the **last** scenario you complete.

During a debrief, your principal informs you that one of the teachers was put on a **plan of improvement**. After the debrief, each time you observe that teacher, either the principal or district personnel follow (co-observation). After a month, the principal calls you back in to discuss this teacher. The principal requests all documentation you have collected on that teacher.

While observing a class, the teacher reprimands a student for chewing gum and asks the student to spit it out. The student walks to the trash can but keeps the gum and sits down. A minute later the teacher realizes the student still has the gum and asks the student again to spit it out. The student again walks to the trash can, but this time the teacher catches him pretending, pulls him by his hood, throws him into the hall, and slams the door all while yelling at the top of her lungs.

*You have background knowledge that this teacher has already been reprimanded by the principal for "putting her hands" on students.

A first-grade teacher at your school is spending the entire 90 minutes of the reading block teaching phonics and implementing centers.

Centers include a teacher-led center focusing on the reading of decodable text, an assistant-led center utilizing decodable passages for fluency, a phoneme-grapheme mapping center, and a text-dependent writing center utilizing decodable passages differentiated for each group based upon their phonics level.

The third grade at your literacy support school consists of two homeroom classes. The grade is departmentalized.

One teacher is responsible for ELA and Social Studies.

The other teacher is responsible for Math, Science, and Health.

During observations of the ELA teacher, you discover that there are days that the teachers do not switch classes. The students remain in their homeroom class all day long.

You observe a class that is completely unruly. You know that this is a first-year, non-certified teacher who has no classroom management skills.

At your school there is one teacher who stops teaching every time you walk into her classroom. She either assigns a workbook page and sits down at her desk, leaves the room, and/or blocks the door so you cannot come in.

You have one second-grade teacher that is passive. She attends the PLC with a positive attitude, happily allows you to conduct model lessons, and agrees with everything during the debrief. Upon returning to conduct an observation, you notice that she is not incorporating any of the new strategies. You conference, model again, and upon another observation, observe no changes in her delivery of content.

Revisit the Zones of Comfort activity from earlier in the day. Reflect on what you have learned and consider if any of the Zones have changed.

Families as Partners
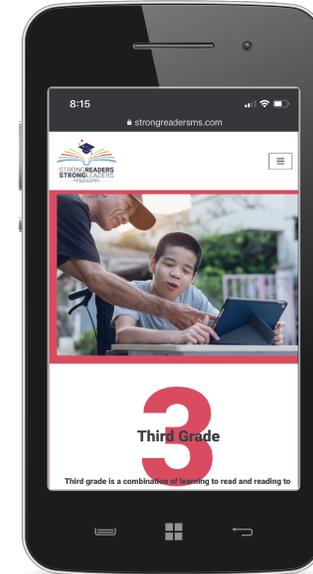
Family Resource

Strong Readers Strong Leaders Mississippi
Strongreadersms.com was developed to help families assist children with building their reading skills. The site provides activities, resources, and information for children from birth through 5th grade to become strong readers.

Family Resource ACTIVITY

SYNONYM HOT POTATO

BAG OF LETTERS

STRONG**READERS** STRONG LEADERS
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Literacy Partners
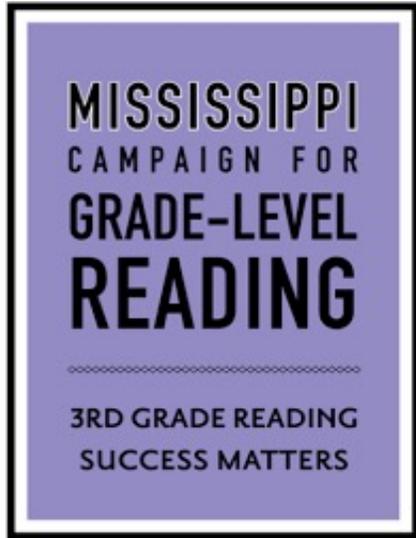
Mississippi Campaign for Grade-Level Reading
Community-driven initiative to ensure students are reading on grade level by the end of grade 3. The campaign helps communities align and strengthen existing resources to extend programs that support school readiness, school attendance, and summer learning.
http://msgradelevelreading.com

"Providing education equity for Mississippi students."
Tara Y. Wren, Director of Education

MPB Education Services
MPB Classroom TV is a growing resource that includes lessons aligned to Mississippi state standards and taught by our local literacy coaches and teachers.
https://www.mpbonline.org

EPIC Mississippi

EPIC is a free text message program that provides tips to parents and guardians to increase oral language development in early childhood, elementary, and secondary school students. Get tips for vocabulary, parenting, social emotional health, conversation starters, tips in Spanish, and self-care tips for teachers. Tips are sent two to five days a week depending on the category.

www.epicmississippi.org

2021-2022 Text Message Schedule:

Text the category keyword (in parenthesis) to 33222 to subscribe!

Monday, Wednesday, & Friday Messages
- Early Childhood Literacy (EPICEC)
- Elementary (EPICELEM)
- 3rd Grade (EPIC3RD)
- Read Aloud Stories & Tips (EPICREAD) *NEW!*

Tuesday and Thursday Messages
- General Parenting Tips (EPICTIPS)
- Vocabulary: Elementary (EPICVOCAB1)
- Vocabulary: Secondary (EPICVOCAB2)
- Social Emotional Tips (EPICEMO)
- Conversation Starters (EPICTALK)
- Teacher Tips (EPICTEACH)
- Diversity, Equity, & Inclusion (EPICJUSTICE) *Thursdays only*

Texts will go out at 4:00 PM Central Time

Suggestion: If you would like to receive a text each day, sign up for one category that goes out on Monday, Wednesday, and Friday, and one on Tuesday and Thursday!

Questions & Answers

What questions do I have for the road ahead?

Kelli Crain, Assistant State Coordinator
Jill Hoda, Assistant State Coordinator
Lori Stringer, Assistant State Coordinator
Lydia Aderholt, Regional Coordinator
Jennifer West, Regional Coordinator

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