EMPOWERING TEACHERS THROUGH COACHING
INTELS CONFERENCE
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Trish Mullaney, Susan King, Carey & Jennifer Renn
Purdue University

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OUR EXPERIENCES AS COACHES

Susan
English learner specialist for 18 years

- Extension Assessment
- Collaboration
- Teaching
- Learning

- Few Parameters
- Directing Goals
- Coaching PD
- Writing Letter
- Providing Support and Science

Purdue University: Mullaney, 2013

Trish
Digital Age ESL

- Common Core for a special & team of 12 coaches
- Authoring to develop my own reflects itself as a teacher leader
- Distributedness of teachers, not especially ESL content in part another initiative

Purdue University: Mullaney, King, Carey & Renn (2018)

Breeah
Speech and language pathologist

- Same rationale to develop a culture of learning and directed by coaching
- Engaged audience sharing to engage in dialogue and exchange assumptions, child’s leadership

Purdue University: Mullaney, King, Carey & Renn (2018)


WHO'S HERE?

Purdue University: Mullaney, King, Carey & Renn (2018)

CONSULTING OR COACHING?

Consulting

- Behavior and skills
- Curriculum
- The To-Do List
- Expertise to the novice:
  “I know best, you do this.”

Purdue University: Mullaney, King, Carey & Renn (2019)

Coaching

- Belief and Disposition
- Involves enacting research
- Involves a reciprocal relationship

Purdue University: Mullaney, King, Carey & Renn (2019)

WHAT ARE YOU DOING MORE OF?

Coaching or Consulting? Think-Pair-Share

Purdue University: Mullaney, King, Carey & Renn (2019)

SOCIOCULTURAL COACHING

A reciprocal process of transformation and empowerment...

Purdue University: Mullaney, King, Carey & Renn (2019)

THE HISTORY OF COACHING

Business beginnings:

- Begins in the field of business where having a coach was a “secret” that offered you a business edge
- “Performance to being a business coach was “shared” and offered a business edge

Teacher adoption:

- Adapted in the teaching profession
- Teacher content (e.g. Title I and NESP Funding)
- Professional development
- Professional development
- Professional development
- Professional development
- Professional development
- Professional development

Purdue University: Mullaney, King, Carey & Renn (2019)

WHAT IS SOCIOCULTURAL COACHING?

- Dynamic partnership:
  - Teacher and coach in equals
  - Voluntary
  - Cross cultural-focus
  - Real talk
  - Deep reflection

- 4 Sessions / 3 Phases each:
  - Preconference
  - Observation
  - Post Conference

- Focus on EMPOWERMENT:
  - Identity
  - 2PD of teacher and students
  - Enduring Principles of Learning
  - Relationships over compliance
  - Learning over performance

Purdue University: Mullaney, King, Carey & Renn (2019)
PROMOTING AND/OR EMPOWERMENT THEMSELVES AND THEIR STUDENTS

Purdue University: Morita-Mullaney, King, Carey & Renn (2019)

Coaching:
- Five teachers
- Four coaching sessions per year
- Coaching done either individually or in pairs

Data analysis:
- Thematic analysis conducted using NVivo
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ADVOCACY

Growth is good, but struggle is present. "At a meeting we talked about kinds of our goals for the year [...] and everybody was bringing up 'Oh the data' [...] I raised my hand, then I said 'Well, you know, I feel like yeah of course we need to focus on the data, on the growth, all that [...] it's part of it, but there's never a discussion about what these kids are going through' or behavior or like how am I going to handle..."

CHANGE

PERSONAL GROWTH, TRANSFORMATION IN PRACTICE, CHANGES IN SCHOOL/DISTRICT

Coaching: 
- Five teachers
- Four coaching sessions per year
- Coaching done either individually or in pairs

Data analysis: 
- Thematic analysis conducted using NVivo

CONCERNS

Initiative selection. "We've been doing a lot of [district-initiated] stuff. So I've been trying to pick and choose what... works for my kids because it's not really working very well." 

Lack of training. "I wish that I could just do a couple like Venn diagrams and the kids just looked reasonable. [...] I took a step back and I was like 'Alright, I gotta change this.' [...] I added that memory game as a way to get them using the vocabulary. Um, I still keep the reading piece but... um, there was way more that I took out because there's just too much. So I felt like at least the thing they did today was manageable."
**SUCCESSES**

Progress, engagement and risk-taking:

"I know there's a lot to do and it's clear that it's very important, and these kids in my class, they brought the kids from the kids in my class from like red to green in reading. And it's just by motivating them and making it look fun for them to do, and that catch up and making them feel safe with making mistakes, they can take chances." Knowledge is power.

**DISCUSSIONS/CONNECTIONS**

King & Morita-Mullaney, 2013

Why important to teachers?

A transformative process, identity and thinking are changing at the same time, whereas other models focus on performance and practice only (consulting)

Why important to administrators?

A transformative process takes time, intensity and may focus on more than mere instructional practices.

Why important to coaches?

A transformative process is disruptive and may create discomfort among teachers. This disruption is purposeful and necessary process for identity shifts and changes in instructional practices.

**QUESTIONS? CONNECTIONS?**

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@EllPurdue
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**THANK YOU**

Trish Morita-Mullaney tmoritam@purdue.edu
Susan King king533@purdue.edu
Breeah Carey carey19@purdue.edu
Jennifer Renn rennj@purdue.edu

Purdue University: Morita-Mullaney, King, Carey & Renn (2019)