EFFECTIVE COACHING PRACTICES

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GREETINGS AND CONVERSATION!

Introduce yourself to your tablemates. Then, have a brief discussion around one (or both) of the following questions:

- How would you define an “instructional coach”?
- What does “coaching” currently look like in your building?
Participants will be able to…

- Build a working understanding around effective coaching practices
- Gain exposure to active coaching models in Michigan/Oakland County
- Identify positive approaches to both coaching and being coached
- Determine ways effective coaching can (continue to) develop in your building.
OAK PARK SCHOOLS: OUR COACHING JOURNEY....

Where we are now:

- As Coaches, our roles are defined by the following actions:
  - Individual classroom observation/debriefs
  - Team observation/walkthroughs with feedback
    - With administrative teams
    - With department leads
    - With cohorts of teachers
  - Developing and facilitating Professional Development
    - Aligned to overall school goals as set by administration
    - As determined by trends within the data
  - Assisting content level leads in their ability to...
    - Set long term/short term goals within their department
    - Analyze relevant data sets for decision making purposes
  - Establish strong levels of trust with those we coach/work with
WHERE DO WE WANT TO BE?

- Building TRUST with teachers and making sure that we do everything we can to never violate that trust
  - If trust is violated, making sure we have a process in place to repair that trust
- Acknowledge that in our current practice, we get pulled in many different directions. As a result...
  - Maintain alignment between goals and outcomes
  - Maintain a primary focus on the individual development of teachers and their instructional practice
- Capacity building - instructional coaching, development of department goals, development of professional development
COACHES IN THE ROOM SAY “WOOOO!”

● Tell us your story…
  ○ What does coaching look like in your context?
  ○ Where are you hoping/wanting to be? What are your next steps?
COACHING MODEL 1: COGNITIVE COACHING WITH CAROLYN MCKANDERS

- Goal of Cognitive Coaching is to develop one’s identity and capacity as a “mediator of thinking”
- Key pillar is “trust matters”
- Mission: To produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community
  - Self-Directed, Self-Managing, Self-Monitored, Self-Modifying
- Strong emphasis on questioning techniques that lead to mediative thinking
  - Invitational
  - Intentional
  - Engage specific thinking
COACHING MODEL 2: MENTORING THROUGH STRATEGIC COACHING WITH STEVE SEWARD (MASSP)

- 5 Pillars of Coaching
  - Reflective Practice
  - Intentional and Purposeful Interactions
  - Reciprocal Learning and Ownership
  - Goal Focused
  - Mediator of Thinking

- 4 Primary Coaching/Mentoring Stances
  - Coach
  - Collaborator
  - Consultant
  - Evaluator

- Strong Emphasis on rapport, non-verbal queues, questioning, and paraphrasing
COACHING MODEL 3: GET BETTER FASTER WITH PAUL BAMBRICK-SANTOYO

Observation and feedback is only effective if coaches are:

- Tracking teachers who have been observed
- Tracking feedback they have received
- And analyzing whether that feedback has improved practice (coaching cycle/data collection)

4 Keys to Getting Better Faster:

- Schedule observations in conjunction with 1 on 1 data meetings (consistent coaching cycle)
- Key Action Steps (Bite sized and measurable)
- Effective Feedback (6 Steps to Effective Feedback)
- Direct Accountability (Systems that foster culture of coaching/feedback)
COACHING MODEL 4: OUR OWN UNIQUE TAKE ON MULTIPLE MODELS

Over the years, we have developed our own, constantly evolving sets of resources that are aligned to current practices within our school district.

- 6 Steps of Effective Feedback w. Low Inference Notes
- First 15 Performance Rubric (aligned to instructional priorities)
- Group Observation Meeting Discussion Form
- Short and Long Term Feedback Tracker

MIYO

make it your own
TALKING TIME...

At your table groups, discuss the following questions amongst yourselves. Be prepared to share out key points from your discussion with the larger group!

- What is the primary purpose of an effective coaching program within your school?
- Based on everything we’ve reviewed/discussed so far, what do you think would work well within your own school?
- What are some immediate challenges your school/department might face when it comes to developing effective coaching practices?
BREAK TIME!

Be prepared to re-engage 10 Minutes from whenever “now” is…. 10 minutes
HOW TO APPROACH BEING A COACH!

Defining Your Role:

- **Defining Your Role:**
  - Consultant/Know-It-All/Arm of Administration
  - Armchair Consultant/Psychologist
  - Thought Partner/Resource Developer/Co-equal
    - We are in this together to do what’s best for you and your students

- **Threading The Needle:**
  - End of the day, this role is about people helping people
  - There are times where a successful coach has to operate in all three dynamics, sometimes at the same time.
Consider the following scenario from the perspective of a coach. Discuss the scenario within your table groups:

- You have been working with a science teacher for the first month of the school year. Through multiple coaching observations and feedback sessions, the two of you have agreed upon a goal:
  - Cutting down transition time between in-class activities from 2 minutes to 30 seconds.

- Yesterday, you observed the teacher and noticed that his time has decreased from 2 minutes to 1. You have developed a feedback plan with an action step.

- Upon entering the room for your feedback conversation, you notice the teacher is visibly frustrated and upset. He spends the first five minutes explaining that the students are “out of control” in his class and he can’t be an effective teacher unless he has more support from administration to assist with their off culture behavior.
  - As a coach, how would you react/respond to this teacher’s concerns?
  - What actions would you take to bring the conversation back towards your observation and feedback plan?
  - Which role are you filling within this situation?
HOW TO APPROACH BEING A COACH...

Coaching with a purpose...

- Building strong relationships with decision makers within the school
  - Working constantly with school leaders around their goals/building wide priorities
  - Strong collaboration between what the leaders are looking for and your work as a coach
- Support teacher’s individual areas of growth
  - Teachers will have immediate needs or areas of focus that may lie outside of the building wide priorities. Those should be addressed consistently as well...
- Ensure that a coaching relationship is connected and continuous and not disjointed and fragmented
  - Let’s recognize, this is a hugely important step and one of the more difficult to achieve.

Whole Group Discussion: Are there any other priorities NOT on this slide that you would want to lift into the greater conversation?
SCENARIO:
Consider the following scenario from both the coach’s perspective and the teacher’s perspective. List your response/plan of action on the chart paper in front of you.

- Your building leaders have set a school wide priority of having high quality formative assessments in the classroom every day. Building leaders are committed to regular walkthroughs in order to determine how well the priority is being implemented and how aligned the assessments are to the daily lesson.
WHAT TEACHERS SHOULD DESERVE/EXPECT FROM AN INSTRUCTIONAL COACH

- Building a trustworthy relationship
  - Build a space where teacher can be vulnerable
    - Teacher is comfortable trying new things without feeling judged or evaluated.
    - Criticism is always constructive
    - Teacher is confident that conversations stay in the room
- Teachers can expect opportunities for growth within their practice
  - Confidence that the work being done is going to positively impact teacher practice and student outcomes
- Teachers expect a competent coach
  - Coaches with expertise and knowledge around best practices
- Teachers expect reliability
  - Establish time and space and follow through
TALKING TIME

Within your table groups, briefly discuss your initial reactions to finding out you’re being coached!

On your chart paper, list 3-5 steps you could own as a teacher in order to ensure that the coaching relationship will ultimately produce positive outcomes.

Title your chart paper “Teachers: Positive Approach”
Success within schools is often tied to our mental approach.

Coaching is no different:

- Coaches should *always* approach their work with a stated understanding of how challenging it is to teach and they should always remember that priority #1 is ensuring teachers are in the best possible position to succeed. When teachers are successful, so to are the students!

- Teachers should always approach being coached in a collaborative manner as a means of doing everything possible to serve the students. Teachers who enter the coaching relationship assuming the coach is a thought partner there to help, will find the experience far more beneficial.
CLOSING CONVO...

Take the next few minutes to discuss the following questions at your table group:

● What work are you doing within your own schools around coaching that either aligns to or directly challenges the work that we presented today?

● What are some strategies you can consider to either move forward or overcome.

As your discussion winds down, take the remaining time to browse through some of the coaching material available at the front of room. Feel free to continue your conversations until the end of this session.