Chapter 14: The future of coaching

	TOOL	PURPOSE
14.1	**"Global competence: 10 questions to ask your school/community"**	Answer these questions to guide your school in making decisions that will "bring the world into the classroom."
14.2	**"See me, hear me, coach me"**	Read about using virtual, bug-in-the-ear technology to support real-time coaching.
14.3	**Journey to the future of coaching**	Engage in a visual dialogue about the future of coaching in a team that includes representatives of typical stakeholders, such as coaches, teachers, and principals.
14.4	**Anticipating the future of coaching**	As a design team, anticipate changes in education, teaching, learning, and coaching, and consider how to prepare for those changes.
14.5	**SWOT (strengths, weaknesses, opportunities, and threats) analysis**	This tool provides a process for analyzing the current coaching program and considering what factors might influence it in the future.

TOOL 14.1

Global competence:
10 questions to ask your school community

Building global competence in students often starts in the classroom through the curriculum and learning, but it is not limited to that realm alone. When a school decides that preparing students for a globalized 21st century is a priority, this decision has implications for the school's mission and vision, the culture of the school, the professional learning that enables teachers and school leaders to bring the world into teaching and learning, the partnerships that the school creates to support students learning about the world, and the opportunities within and beyond the school day for students to engage with the world and make a difference in it. The following list of questions is a useful starting point for bringing the world into your school.

1.	What are your state's current (and future) connections to other parts of the world, including economic development / jobs, cultural exchanges, and population diversity?
2.	What knowledge, skills and values will your community's graduates need to function effectively in the interconnected world of the 21st century?
3.	How might the K-12 curriculum be strengthened to pro mote international knowledge and skills?
4.	What is the status of world language study, including less commonly taught languages?
5.	How can t echnology resources be used to extend the international knowledge and experiences of teachers and students?
6.	What kinds of international exchange programs for students and educators are now available or should be?
7.	What international expertise do your teachers or administrators have and what professional development opportunities exist or can be developed to help them to gain more?
8.	Which local ethnic communities or language groups can be tapped to strengthen learning about the world? And which partnerships can be created with colleges, businesses, and cultural or international affairs organizations to help enhance students' and teachers' international knowledge?
9.	What student leadership opportunities or community service activities exist or could be developed to promote students' democratic values, citizenship, and global understanding?
10.	How can your school and community libraries, after-school programs, and other informal learning resources be used to promote learning about the world?

Source: Adapted with permission from *Going global: preparing our students for an interconnected world, Asia Society*, 2008.

TOOL 14.2

theme/ TRANSFORMING TEACHING

SEE ME, HEAR ME, COACH ME

Virtual bug-in-ear technology brings immediacy to professional development

BY MARCIA L. ROCK,
MADELEINE GREGG,
PAMELA W. HOWARD,
DONNA M. PLOESSL,
SHARRON MAUGHN,
ROBERT A. GABLE,
& NAOMI P. ZIGMOND

It is late in the afternoon. Kendra Applebee's 2nd graders are working on the carpet. Some are talking, others are wiggling, and a few are poking at peers while Applebee reads aloud from the story "Gregory's Shadow." She recently started teaching a science unit on shadows. Applebee thought the children would be excited about the topic, and she is pleased that she has integrated literature into the unit. But her children do not seem very interested. Applebee is feeling puzzled and slightly frustrated with the lesson that has been under way for a few minutes as the Skype call signal rings on her computer. She realizes it's 2 p.m. Applebee

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TOOL 14.2 cont'd

theme / TRANSFORMING TEACHING

smiles as the children look eagerly at the computer that sits atop her desk. They all know what time it is. Applebee reaches in her pocket, pulls out her Bluetooth earpiece, and slides it over her ear on her way to the computer. She moves the cursor to the green button, accepting the interactive video conference call, and the weekly virtual coaching session begins.

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Coach: "Hello, Mrs. Applebee. How are you today?"

Applebee: "I'm good. How are you? The children are excited to see you today."

Children: *(waving at the web cam and chanting in unison)* "Good afternoon, Dr. Rock."

Coach: "I am well, thanks. Please say hello to the children for me and let them know I appreciate their warm welcome. I see them waving. And I can hear you and see you. Please begin when you are ready."

Applebee minimizes the coach's image on the computer screen, so the children are not distracted, and resumes the lesson.

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ON-THE-SPOT COACHING

While the idea of educational coaching is not new, the way teachers-in-training across six west Alabama counties are receiving job-embedded support is far from routine. In fact, these teachers are going boldly into a virtual frontier. Educational consultants 764 miles away are pioneering the use of the same kind of virtual

coaching for professional development. From their offices at the Pennsylvania Training and Technical Assistance Network (PaTTAN) in Harrisburg, Pa., consultants use online and mobile technology to coach special education teachers and paraeducators in four outlying public school districts.

In the most effective coaching and supervision paradigms, feedback to teachers is immediate (Scheeler, McAfee, & Ruhl, 2004). Nevertheless, many coaches don't achieve immediacy in the traditional plan-observe-conference cycle so many use. Feedback often occurs long after the teaching episode and out of the teaching context. Bug-in-ear technology can change that (Rock et al., in press). Bug-in-ear technology is a proven method for improving the professional practice of frontline practitioners. Consisting mainly of a portable two-way radio with earpiece and microphone, bug-in-ear devices allow coaches or supervisors to give teachers immediate feedback while they are delivering instruction in their classrooms.

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Applebee: "When I call your name, it is your turn to read aloud. Please follow along so you know where we are in the book when I call on you."

Coach: *(corrective feedback)* "Kendra, you're using round-robin reading, a low-access instructional strategy — only one student can respond at a time. To give all students high opportunities to respond correct-

ly, try a high-access read-aloud strategy like choral reading, partner reading, or cloze-reading with choral response. Please give one of those a try now."

Applebee: "Let's try reading the next page aloud together."

Coach: *(encouraging feedback)* "That's it! Choral reading is a good choice. Now all the students are actively engaged in the read-aloud."

Students finish reading aloud chorally from the story.

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Studies validating bug-in-ear technology's effectiveness have appeared in education and related fields for more than five decades (Bowles & Nelson, 1976; Gallant & Thyer, 1989; Korner & Brown, 1952). But because traditional devices rely on FM radio frequency technology, their transmitting capabilities are limited to a range of 150 to 300 feet and the coach or supervisor has to be on-site to use the device. Recent advances in Internet and mobile technology, however, have revolutionized the bug-in-ear device so that virtual coaching can happen at a distance. The breakthrough came with the introduction

MARCIA L. ROCK is associate professor at the University of North Carolina at Greensboro and the director of Project TEEACH. You can contact her at mlrock63@gmail.com.

MADELEINE GREGG is a professor at the University of Alabama and co-director of Project TEEACH. You can contact her at mgregg@bamaed.ua.edu.

PAMELA W. HOWARD is a clinical assistant professor at the University of Alabama.

DONNA M. PLOESSL is a doctoral student at the University of Alabama and a graduate associate with Project TEEACH.

SHARRON MAUGHN is an adjunct instructor at the University of Alabama and a supervisor with Project TEEACH.

ROBERT A. GABLE is an eminent scholar and the Constance F. and Colgate W. Darden professor of special education at Old Dominion University. You can contact him at rgable@odu.edu.

NAOMI P. ZIGMOND is a distinguished professor at the University of Pittsburgh. You can contact her at naomi@pitt.edu.

TOOL 14.2 cont'd

Advanced online bug-in-ear virtual coaching system

COMPONENTS	COST
BASIC COMPONENTS	
Plantronics P1-Voyager 510 Bluetooth Headset	$41.36
IOGear Enhanced Date Rate Bluetooth Wireless USB Adapter GBU221	$34.00
Creative WebCam Live! Ultra-Web Camera	$61.00
Skype	Free
SUBTOTAL	$136.36
ADDITIONAL COMPONENTS	
Pamela Call Recording (Optional for bug-in-ear video recording)	$36.95
Maxtor One Touch III USB 2.0 External Hard Drive (Optional for archiving video recorded sessions)	$159.99
TOTAL	$333.30

Source: Rock et al., in press   (Information is proprietary; patent pending)

of Bluetooth technology. A Bluetooth earpiece allows the teacher to receive coaching while delivering classroom instruction and without interrupting the lesson. For the first time, two professional development tools — coaching and bug-in-ear technology — can be used together and effectively to overcome barriers of time and distance.

THE NUTS AND BOLTS OF VIRTUAL BUG-IN-EAR COACHING

While virtual bug-in-ear coaching may seem futuristic, it is feasible today using most school districts' existing technology resources and most teachers' existing level of technology know-how. That said, practical information can help sustain initial enthusiasm. Before launching into virtual coaching, mentors and teachers need to plan how and when they will make contact as well as how, when, and what type of feedback will be offered.

Making contact

To begin, virtual coaches and teachers need to assemble the tools needed to conduct interactive video conferencing. See the components and estimated cost of our advanced online bug-in-ear technology in the table above. After the district or school obtains the equipment, it takes just a couple of hours to install the software and equipment on a desktop computer. After a few tests, the first virtual coaching session can begin.

Once the teacher and the coach have agreed on the time and date, each allots a minimum of 30 minutes for the interactive session. At the appointed time, the virtual coach places the interactive videoconference call to the teacher in the classroom. Skype's instant messaging feature is especially useful for remedying almost any technological problem. If the problem cannot be resolved in a few minutes, the session is rescheduled to minimize disruptions in the instructional day. When a call drops during a session, the coach calls the teacher back and the connection is re-established almost seamlessly.

Providing feedback

While technology allows virtual coaching to take place from a distance, it is the feedback the mentor provides that supports the teacher in a distant classroom. Because virtual coaching relies primarily on auditory feedback, it is essential that a coach consider the quality and quantity of his or her remarks before sharing them with the mentee. As with on-site coaching, virtual feedback should be offered in a warm and supportive tone. However, unlike on-site coaching, the coach can give feedback in real-time while the teacher is talking or delivering instruction but without interfering in the lesson. The coach can talk to the teacher when there is silence in the classroom (i.e. the students are engaged in independent or cooperative learning activities), as well as before or after the lesson. The type of coaching feedback can include encouragement or timely questions as well as instructional and corrective remarks.

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Applebee: "Now it's time to make predictions about shadows. What do you think will happen when I hold this piece of paper up in front of the flashlight? Will we see a shadow?"

Coach: *(instructive feedback)* "Do you notice how only a few students are raising their hands to answer the prediction question? Now would be a good time to stimulate their prior knowledge and to use some high-access strategies. Instruct the students to think about what they have been learning about shadows and the story

TOOL 14.2 cont'd

you just read together. Then instruct them to share their prediction with a partner."

Applebee: "To help you make a prediction, think about what we have been learning about shadows and the story we just read together — 'Gregory's Shadow.' Then, turn to your partner and share your prediction. Remember to be respectful. You need to use whisper voices."

Coach: *(encouraging feedback)* "Wonderful! See how all your students are now actively engaged in the lesson? They are eagerly talking with their partner about shadows and what they think will happen when you shine the light over part of the paper."

Applebee: "Let's listen respectfully while two or three partners share their predictions."

Coach: *(instructive feedback)* "Remind the other students to agree or disagree with the predictions by

putting their thumbs up or down. And record their predictions on the whiteboard to begin modeling the scientific procedure."

Applebee: "Thank you for sharing. Please put your thumbs up if you agree with their prediction or your thumbs down if you disagree. Great job using your thumbs to agree or disagree. Let me see thumbs up or down again so we can count together and record our responses on the board. That's what smart scientists do!"

Coach: "Terrific! Now, while you are recording, ask them a higher-order question. Why did you make that prediction or why do you agree or disagree? Doing so will help you to check their understanding."

Applebee: "Keep your thumbs in the air while I record and turn and tell your partner why you agreed or disagreed."

Coach: *(encouraging and question-*

ing feedback) "Wonderful! They are really with you now, but listen carefully. Some of the students are using faulty reasoning to support their answers. Do you see now why it is important to ask those higher-order questions and to give as many students as possible an opportunity to respond using high-access instructional strategies?"

Applebee: "Yes, I sure do."

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LESSONS LEARNED

Since spring 2007, we have conducted more than 350 virtual coaching sessions using virtual bug-in-ear technology with frontline practitioners enrolled in Project TEEACH, a federally funded training program designed to transform practicing general education teachers into advocates, change agents, and highly qualified special educators. Our Pennsylvania

TOOL 14.2 cont'd

counterparts at PaTTAN launched their use of virtual coaching more recently, in February 2008. The lessons learned from these two ongoing projects have been as varied as they have been instructive.

Technology-related lessons

The good news is that the advanced online bug-in-ear technology has proven to be dependable, achieving an 84% or better reliability rating — the systems work when they are turned on — in fall 2007. Nevertheless, while the technology is sound, there are occasional minor glitches.

The most frequent stumbling blocks have included problems with firewalls, bandwidth limitations, audio difficulties, dropped calls, video and audio recording issues, and lack of on-site technical support. Others using interactive videoconferencing have reported similar problems (Bower, 2001; Levy, 2005). Basic technology support and a can-do attitude appear to be enough to overcome these occasional glitches.

People-specific lessons

For many teachers, the thought of having a virtual visitor not only looking over your shoulder but also whispering in your ear while you are teaching is disquieting. Indeed, previous researchers (Gallant & Thyer, 1989; Gersten, Morvant, & Brengelman, 1995) have established that new and experienced teachers frequently report heightened levels of anxiety when they are being coached. The mere presence of "another" (i.e. observer, coach, supervisor, administrator, or colleague) in a classroom implies that the teacher is doing something wrong (Gersten et al., 1995). To help the teachers feel warm support instead of harsh scruti-ny, we have used a scaffolded approach that allows the practicing teachers to be immersed gradually in more and more intensive virtual coaching experiences. We also have sought to alleviate the teachers' anxiety by investing time and energy in developing relationships. As in any coaching situation, the bond between the professionals should be predicated on trust and respect (Knight, 2007; Norton, 2007).

IMPACT OF VIRTUAL COACHING ON TEACHERS AND STUDENTS

While the Pennsylvania project has just begun, we have analyzed and reported data on 15 practicing teachers who participated in the first Project TEEACH-related bug-in-ear study (Rock et al., in press). Quantitative and qualitative results indicated that the advanced online bug-in-ear technology was a practical and efficient way to provide immedi-

TOOL 14.2 cont'd

theme / TRANSFORMING TEACHING

ate job-embedded feedback, resulting in four noteworthy outcomes. First, the climate in the teachers' classrooms improved significantly. During instructional interactions, the teachers used more specific, descriptive praise and fewer reprimands contributing to a nurturing, student-centered learning environment. Second, the teachers' use of research-based practices increased significantly. Third, students' on-task behavior improved from 73.8% to 92.7%. Fourth, the teachers viewed the advanced online bug-in-ear technology as a powerful tool for improving the teaching and learning process.

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The lesson continues with Applebee varying the light source and object position under which she performs the flashlight activity. Students go on making predictions, while Applebee records their observations on the board. The coach intermittently provides encouraging feedback each time Applebee uses a high-access instructional strategy and poses a higher-order question to the students, which she does without further instructive or corrective prompting for the remainder of the lesson.

Applebee: "Well, kids, that's all we have time for today in science. It's time to get your backpacks and line up for dismissal."

Coach: *(instructive and corrective feedback)* "Kendra, remember: It's important to review the lesson. Try singing the 'Shadow' song you taught the children last week while they gather their belongings. Then when they are in line, review the main points of today's lesson about shadows. Challenge them to look for their shadow as they walk to the bus."

Applebee: "Yes, I know I need to work on that. I will."

Applebee transitions the students, putting into practice the coach's suggestions, while the coach continues to offer brief encouraging remarks. As the dismissal bells sound, the coach offers summary feedback.

Coach: *(instructive, encouraging, and questioning feedback)* "Nice job, Kendra, incorporating the feedback I gave you today into the lesson. I look forward to seeing you use more of those strategies next week when I visit virtually. Also, I think you did well today creating a positive classroom climate, using descriptive commenting, incorporating literature in the science unit, and engaging the students in an authentic science activity. What would you like to continue working on next week?

Applebee: "I know I need to work on content, ask higher-order questions, and use more high-access strategies."

TOOL 14.2 cont'd

Coach: "I think so, too. Please thank the children for me; I'll see you all again soon."

Applebee: "Thank you very much."

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CONCLUDING THOUGHTS

The teachers, consultants, and administrators involved in the Pennsylvania and Alabama virtual coaching projects are on the cutting edge in the use of technology in schools. In seeking innovative ways to make classrooms places in which all students succeed, these pioneers are entering the virtual world of technology in search of strategies that will improve both teaching and learning processes. The classroom-based research conducted so far shows that their efforts are paying off, not only for the teachers, but also for their students.

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theme / TRANSFORMING TEACHING

TOOL 14.2 cont'd

theme/ HIGH-QUALITY TEACHING

IMPLICATIONS FOR PROFESSIONAL LEARNING

In the table below, we show the relationship between our virtual coaching system and NSDC's delineation of how technology can be used as a vehicle for high-quality professional development (NSDC & NICI, 2001). As we have discussed, virtual coaching is one of many possible e-learning configurations available to staff development personnel.

TECHNOLOGY as a general tool for staff development (NSDC & NICI, 2001, p. 7)	**VIRTUAL COACHING** as a specific tool for staff development
1 Alters the learning environment.	As the students are engaged in classroom instruction, they are exposed to the novel way in which the teacher is using technology to learn new teaching methods. The students now have a powerful model of how technology can be used to facilitate lifelong learning. Also, because virtual coaching is scaffolded and used over time, teachers and students can join in evaluating the short- and long-term effects the new methods have on achievement.
2 Provides new structures and media for reflecting, communicating, and acting.	Online and mobile technologies are intertwined to invent a new structure that allows for reflection and communication through interactive discourse with a coach, mentor, or expert in real-time.
3 Facilitates modeling and visualization.	Virtual coaching through the advanced online bug-in-ear technology provides auditory and visual modeling in real-time. For example, when students blurt out uncontrollably during a lesson, the teacher hears the coach on the other end model, "I am calling on students who are raising their hands quietly." Then the teacher glances over at the computer screen and sees the coach demonstrating a raised hand.
4 Allows for construction and discovery of knowledge.	The advanced online bug-in-ear technology allows teachers to receive immediate, positive, corrective, and specific feedback while they are teaching, which in turn helps them to construct and discover knowledge when they need it the most.
5 Expands access to information networks, people, and ideas.	The advanced online bug-in-ear technology now gives teachers access to experts, mentors, and coaches that time and distance have prevented in the past. Teachers can use the combined online and mobile technology to access multiple levels of on-site and virtual coaching support to develop classroom management and differentiated instruction skills that are positive and respectful to the students and their culture.
6 Increases the flexibility of time and places for learning.	The improved bug-in-ear technology allows a virtual coach to conduct up to seven or eight online sessions in as many different classrooms and/or school buildings in a single day without leaving his or her office. Teachers also have greater flexibility in that they can use the technology to virtually coach colleagues in other schools and districts.
7 Provides significant resources.	Virtual coaching is a fiscally responsible approach because it improves the usefulness of existing classroom and school technology (i.e. a desk or laptop computer and the Internet). It also decreases the amount of travel reimbursement needed for teachers and trainers, while enabling teachers to receive more coaching sessions with an expert or mentor.

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TOOL 14.3

Journey to the future of coaching

Purpose:	To refocus or revision a coaching program after three to five years.
Materials:	Wall chart paper, marker, sticky notes, pens or pencils
Time:	Approximately 1 hour

STEPS		TIME
1.	Create a wall chart for each step of the Journey Map below.	3 minutes
2.	Ask individuals to reflect on each question in the graphic and write a response to each on a sticky note.	15 minutes
3.	When all have completed their answers, ask participants to post their sticky notes on the appropriate chart.	5 minutes
4.	Divide participants up among the questions on the Journey Map and ask them to categorize and summarize the responses for their question.	10 minutes
5.	Have each group report out, in sequence, its summary for the question it was assigned.	7 minutes
6.	Ask participants to form new groups including one person from each question group to discuss the following:	10 minutes
	a. What information was new to you?	
	b. Which responses were different from what you expected?	
	c. What questions arose based on the information you heard?	
7.	Ask the same small groups to review the summary of the future state of coaching and to generate details that would bring the picture of the Future State to life. Ask the groups to record their details on sticky notes and to paste them on a new chart created for this purpose.	7 minute

TOOL 14.3 cont'd

STEPS		TIME
8.	Reconvene into a large group. Ask participants to respond to these questions:	8 minutes
	a. What might be some implications of this future state of coaching?	
	b. What might be the benefits for students, teachers, coaches, principals, schools, school systems, etc.?	
	c. What might be the challenges emerging from this vision of the future state of coaching?	

Map for the Journey to the Future of Coaching

What steps do we need to take get there? → What is the current state of coaching? → Why did we begin a coaching program? What were our goals, needs? → What have been our successes? → What have been our challenges? → What changes have we made along the way? → What is our preferred future state? → (back to start)
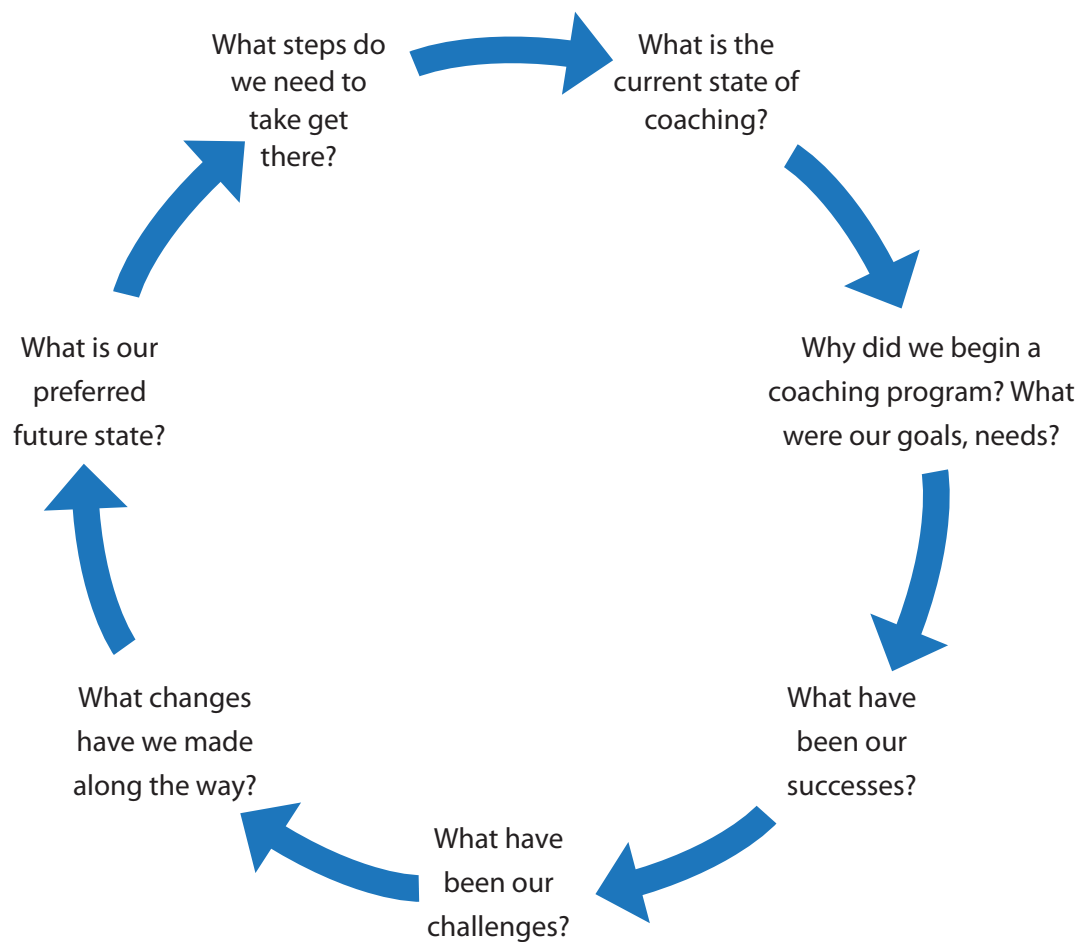
Source: Adapted from *Teacher teams that get results,* by Gayle H. Gregory and Lin Kuzmich (Eds.), Thousand Oaks, CA: Corwin Press, 2007.

TOOL 14.4

Anticipating the future of coaching

Purpose:	To help groups imagine a future vision for coaching.
Materials:	Chart paper, markers, tape, sticky notes, index cards
Time:	Approximately 3.5 hours

STEPS	TIME
BEFORE THE MEETING:	
1. Form a group that includes teachers, coaches, principals, and central office staff.	
2. Organize the meeting logistics, extend invitations, and create a comfortable workspace.	
AT THE MEETING	
1. **Provide an overview of the task.** For example, say: *We will look into our future and anticipate how education might change, how schools and student learning might change, and how coaching would need to be altered to accommodate the changes we anticipate. We will be engaged in a series of conversations that will help us imagine what coaching will look like in the future and how our current practices need to change to accommodate the changes we anticipate in education.*	5 minutes
2. **Introduce members.** Ask people to introduce themselves and explain why they wanted to participate in the meeting and what they hope will occur as a result of the process.	15 minutes

TOOL 14.4 cont'd

3.	**Have the first conversation.** Ask group members to write their responses to the following question: What future trends are most likely to affect education in the following areas? • Families and communities (social system) • Laws and policy at the local, state, and federal levels (government) • Technological advancements (technology) • Education personnel, including preparation, hiring, selection, ongoing professional learning, and career advancement (human capital) • Funding at the local, state, and federal levels (finance) • Values and beliefs of students, families, educators, corporations, nonprofits, higher education, etc. (value system)	20 minutes
4.	**Form groups of four.** Ask members to discuss their responses and find the areas where they agree and unique ideas. They should record the ideas on which they agree on yellow sticky notes and unique ideas on blue sticky notes — one idea per note.	10 minutes
5.	Members next post sticky notes on the chart in the area that corresponds with their ideas, then walk around and read the ideas on each chart.	5 minutes
6.	Divide participants into six groups and assign each group one of the areas above. Ask the members to organize the ideas posted on the chart into categories by moving the sticky notes into groups and labeling the groups on the chart.	15 minutes
7.	Report out the labels for each group.	10 minutes
8.	Begin the second conversation. Ask participants to form new groups of four. Assign each member the role of facilitator, notetaker, reporter, or timekeeper. Ask the groups to discuss the following questions: a. Where do you see education in the next year? b. Where do you see your school in the next 10 years? c. How do you imagine teaching changing in the next 10 years? d. What will be different for students? How will learning change? e. How will teaching change?	30 minutes
9.	Have small groups report out the top two ideas in each area. Use trends to inform the conversation.	20 minutes

TOOL 14.4 cont'd

10.	Ask group members to write privately, identifying the future changes in education that they believe will most affect coaching. Consider how the current work of coaching might change if the anticipated changes in education occur. Use the questions below to focus your writing. Plan to share your ideas.	10 minutes
	a. How might coaching change to align with the changes you imagine in teaching and learning?	
	b. What knowledge, attitudes, skills, aspirations, and behaviors might coaches need if their roles change in that way?	
	c. How will coaches' interactions with teachers change? Describe specific changes.	
11.	Have the large group re-form into groups of three to share ideas. Group members need not read word-for-word what they wrote but are welcome to do so. After each person shares, group members should describe a coach's typical day in the future, integrating ideas from all three members of the group about how coaching will change.	25 minutes
12.	Ask each triad to report out. Invite members to listen for patterns in the descriptions of a coach's day in the future. After each triad shares, give participants an opportunity to identify patterns they heard. Jot those on chart paper.	20 minutes
13.	Discuss the questions below as a large group. Record the responses on charts to use to develop a plan for the changes ahead.	20 minutes
	a. How can coaches prepare now to meet these anticipated changes?	
	b. What specifically might you do to prepare?	
	c. What resources, opportunities, etc., are currently available to support such preparation?	
	d. What might be the greatest barriers to these changes in coaching?	
14.	Ask the group: In summary, what excites you most about the potential changes for coaches?	10 minutes

TOOL 14.5

SWOT analysis

Purpose:	To use data to inform decisions about modifications in an existing coaching program and in its operations.
Materials:	A copy of the chart below on chart paper, sticky notes, pens or pencils
Time:	45 minutes

Steps:

Engage a team of those who are affected by coaching. This team might include teachers, coaches, principals, and central office staff. Provide the team with a wall chart showing the four squares illustrated below. If the team is made up of 10 or more members, divide the team into smaller groups of about four to six.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

1. Give each participant a stack of sticky notes. Invite group members to work with a partner to generate written responses to the questions below, one per sticky note. When group members are finished, they can paste their sticky notes in the appropriate box on the wall chart.

    Strengths — *Be realistic. Focus on what you have evidence to support.*

    • What advantages does our current coaching program have?

    • What indicators give us evidence of its success?

    • What accomplishments can we identify?

    • What are we most proud of?

    • What have we learned throughout the years the program has been in place that has helped it become better?

TOOL 14.5 cont'd

Weaknesses — *Be realistic. Think from multiple perspectives — those of teachers, students, administrators, coaches, parents, central office, etc.*

- What has continued to challenge us?
- Which of our goals have we been unable to accomplish to date?
- What do we want to improve?
- What can we improve?

Opportunities — *Think about technology, social media, policies, rules, conditions, culture, etc.*

- What is possible today that wasn't a few years ago?
- How might we leverage those possibilities?
- What trends are emerging that influence the work of schools and coaches?
- How might those trends affect coaching?
- What is happening around us that can enhance what the coaching program strives to accomplish?

Threats — *Think globally.*

- What possible challenges exist for coaching?
- What obstacles do we face?
- What competes with coaching?
- How are the standards we work with (for example, professional learning standards, student content standards, and standards for coaches, teachers, and principals) changing?
- What is happening around us that can interfere with what the coaching program strives to accomplish?

2. After posting the responses, ask a small group of participants to take all the sticky notes from each area and cluster them into themes, patterns, or big ideas and present them to the whole group.

3. Following the presentation, discuss the major themes that emerged.
   - What did we learn?
   - What surprised us?
   - What frustrates us?
   - What is our future vision of coaching based on what we learned from this discussion?

Source: Adapted from *The SWOT analysis method,* by Marion Dosher, Otis Benepe, Albert Humphrey, Robert Stewart, and Birger Lie, Menlo Park, CA: Stanford Research Institute.