

Chapter 8: Support for the coaching program

	TOOL	PURPOSE
8.1	Consultancy protocol	Look at and solve dilemmas as a team using this process.
8.2	Success-analysis protocol	Help individuals identify and describe successful practices using this protocol.
8.3	Gap-analysis protocol	Use this protocol to help teams identify current practices and create, expand, or extend an environment where successful practices can flourish.
8.4	Problem-solving protocol	Solve conflicts and other problems with this structured process.
8.5	Resources	Consult this list of websites for further reading and research.

TOOL 8.1**Consultancy protocol**

Purpose: To allow a group to explore a problem or a dilemma

Time: Approximately 1 hour

STEPS		TIME
1.	The presenter gives an overview of the issue and then poses a focus question.	10 minutes
2.	Participants ask clarifying questions. Clarifying questions are primarily for the responders since these questions help responders understand the questions and context.	5 minutes
3.	Group members ask the presenter probing questions. Probing questions are open-ended and intended primarily for the responders to ask the presenter why, among other things. These questions should be worded so that they help the presenter clarify and expand her thinking about the issue or the question she raised for the consultancy group. The goal is for the presenter to learn more about the question she framed or to analyze the issue she presented. The presenter responds to the group's questions, but the larger group does not discuss the presenter's responses.	10 to 15 minutes
4.	The presenter moves outside the group, silently taking notes.	
5.	Participants talk with each other about the work and issues presented, asking questions such as: "What did we hear?" "What didn't we hear that we needed to know more about?" "What do we think about the question or issue presented?"	10 to 15 minutes
6.	The presenter moves back into the group, responding to the discussion. During this time, the group remains silent.	5 to 10 minutes
7.	Group members participate in open discussion.	5 to 10 minutes
8.	The group debriefs the process.	5 to 10 minutes

Source: National School Reform Faculty. Used with permission.

TOOL 8.2**Success-analysis protocol**

Purpose: To analyze and celebrate successful practices.

Time: 20 to 25 minutes

Materials: Paper, pencils

Roles: A timekeeper
A facilitator

STEPS		TIME
1.	Reflect on and write a short description of your greatest success this year. Note what it was about the event/practice that made it so successful.	3 minutes
2.	In groups of four, have one person share his or her greatest success and why it was so successful.	2 minutes
3.	In the group of four, discuss how this event/practice was different from other teaching practices.	2 minutes
4.	Continue in turn with each group member sharing a greatest success and why it was so successful, followed by a group discussion analyzing how these practices differed from other practices.	3 to 4 minutes per round
5.	Discuss what was learned from the analysis and what the implications are for other events/practices within your work arena.	5 minutes

Source: National School Reform Faculty. Used with permission.

TOOL 8.3**Gap-analysis protocol**

Purpose: To use team members' expertise to identify the gap that exists between where a team is and where members want to be. This tool engenders a high level of support from team members who often have an "aha" moment as they examine what has actually occurred and complete the steps of the process.

Time: 60 to 90 minutes

Materials: Chart paper, markers, data pertaining to the desired outcome

What is it?	<ul style="list-style-type: none"> • Gap analysis is a process used to identify the gap between where you are now and where you want to be. • Gap analysis is a common procedure for determining needs and identifying problems before action planning. • Gap analysis follows a series of steps to help identify what is missing to make an initiative successful.
When is it useful?	<p>Gap analysis is used when a team wants or needs to:</p> <ul style="list-style-type: none"> • Identify the current and desired state of affairs. • Identify what has happened with an initiative and the level of implementation of practices. • Identify specific problems that can be addressed to move an initiative forward. • Understand the situation and what is happening more clearly. • identify the necessary knowledge, skills, and support needed to ensure a particular level of student achievement.
How is it used?	<ul style="list-style-type: none"> • Gap analysis usually begins with identifying desired outcomes or a desired state of affairs. • This may be a beginning step to creating a new initiative or may be used in hindsight to assess past efforts. • The next step involves discussing and identifying the current state of affairs. • A discussion of what actions can be taken or what skills are needed to move from the current to desired state concludes the process.
To learn more, see:	<ul style="list-style-type: none"> • <i>Performance Gap Analysis</i>, by Maren Franklin, Alexandria, VA: ASCD, 2006. • <i>Adaptive Schools: A Sourcebook for Developing Collaborative Groups</i>, 2nd ed., Norwood, MA: Christopher-Gordon Publishers, 2008.

TOOL 8.3 cont'd

DESIRED STUDENT OUTCOMES:				
CURRENT STATE OF STUDENT ACHIEVEMENT:				
STUDENT LEARNING GAPS	PROGRAM GAPS	TEACHER KNOWLEDGE AND SKILLS GAPS	IMPLEMENTATION GAPS	ACTIONS TO TAKE

TOOL 8.4**Problem-solving protocol**

Purpose: To coach a client about an identified issue

Time: 30 to 45 minutes

STEPS	QUESTIONS
1. State the problem.	What is the problem you want to solve?
2. Set conditions for a solution.	If this problem were solved, how would you feel?
	What are the top three to five criteria for an appropriate solution?
3. Propose solutions.	What solutions might meet the interests of all parties?
4. Check proposed solutions against criteria.	How do each of these proposed solutions meet your established criteria?
5. Select solution.	Which solution seems to meet the most criteria?
	How will others respond to this solution?
	What will you do to make this work?
6. Act.	How will you let others know what you are doing, if necessary?
7. Revisit.	How is it going?
	What adjustments have you had to make along the way?

TOOL 8.5

Resources

Center for Cognitive Coaching

Arthur Costa and Robert Garmston created Cognitive Coaching in 1984. They have developed a variety of training opportunities and written a book, *Cognitive Coaching: A Foundation for Renaissance Schools*, to support others in learning the process of Cognitive Coaching. This website provides training, resources, and consultation on strategic planning for enculturating the principles of Cognitive Coaching. Individuals also can access resources to enhance their coaching skills in a variety of contexts.

www.cognitivecoaching.com/

The Center on Instruction

This site is a gateway to a cutting-edge collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning. Part of the Comprehensive Center network, the Center on Instruction is one of five content centers serving as resources for the 16 regional U.S. Department of Education Comprehensive Centers.

www.centeroninstruction.org/

Choice Literacy

Choice Literacy is dedicated to providing innovative, high-quality resources for K-12 literacy leaders. Founded in 2006, the website has grown to include more than 700 professionally produced and edited video and print features from top educators in the field, as well as from promising new voices.

www.choiceliteracy.com/

Literacy Coaching Clearinghouse

The mission of the Literacy Coaching Clearinghouse is to increase the knowledge base, research, and practice of literacy coaching. The clearinghouse helps districts, schools, and coaches develop excellent coaching programs based upon findings from research and coaches' collective experiences.

www.literacycoachingonline.org/

Learning Forward

A nonprofit professional association committed to ensuring success for all students through staff development and school improvement, Learning Forward offers members the *Leading Teacher* newsletter. Each issue explores the challenges and rewards teacher leaders face.

www.learningforward.org

TOOL 8.5 cont'd

Safe and Civil Schools

The Safe and Civil Schools focus is on proactive, positive instructional behavior management practices. Coaching Classroom Management establishes the basis for a classroom management model designed for “addressing behavior before it necessitates correction, collecting data before embarking on interventions, implementing simple corrections before moving to progressively more intensive and time-intrusive ones, and setting a climate of respect for all.”

www.safeandcivilschools.com

Teacher Leaders Network

This site provides numerous articles on coaching as well as resources on teacher leadership. Examples include:

- “Nine Roles of the School-Based Coach”
- “Helping Teachers Learn to Differentiate”
- “Cultivating the Passion for Change”
- “A Coach, Not a Supervisor”
- “Improve Your Presentations!”
- “The Importance of Mentors”

www.teacherleaders.org/

University of Kansas Center for Research on Teaching and Learning

The Center for Research and Learning at the University of Kansas provides current research, theory, tools, publications, and presentations on the field of instructional coaching.

www.instructionalcoach.org/

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