



Learning from coaches: Supporting teams and individuals

September 17, 2020

Link to slides: https://learningforward.org/wp-content/uploads/2020/09/Webinar_9-17-20-final.pdf

Contact info for the panelists:

- Heather Clifton heather.clifton@learningforward.org
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- Malukah Gregory malukah.gregory@lansingschools.net
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Resources and links from the panelists:

From Heather Clifton:

- [Coaching Matters, 2nd edition](#)
- [6 ways coaches can support teachers during distance learning](#)

From Angela Batson:

- [Ted Talk- Embrace the Shake](#)
- [Bitmoji i-movie](#)
- [Coaching menu](#)
- [BOY Teacher Survey](#)
- [PLC Agenda](#)

From Malukah Gregory:

- [John Hattie's research](#)
- [Example of collecting data real-time during collaboration to assess teachers' needs](#)

From Jackie Zimmerman:

- [Instructional Coach Needs Assessment](#)
- [Coaching issue of *The Learning Professional*](#)
- [Article: "On the path to 'becoming'"](#)
- [Questions for mentor volunteers](#)

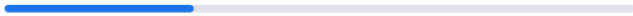
Learning Forward resources:

- [August issue of *The Learning Professional*: Turning to technology](#)
- [COVID-19 online resource page](#)
- [Learning Forward webinars](#)
- [Learning Forward blog](#)
- [Learning Forward membership](#)
- [2020 Virtual Annual Conference – Registration NOW OPEN](#)


Poll results:

1. How has the digital environment affected your coaching sessions?

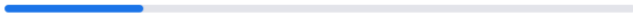
It has strengthened my coaching sessions (86) 30%



It has detracted me from my coaching sessions (139) 48%



Coaching sessions have not changed (63) 22%



2. What digital tools and techniques are being used in your coaching sessions? (Check as many as are applicable.) (Multiple Choice)

Virtual office hours (155/288) 54%



Virtual classroom observations (118/288) 41%



Virtual platform for team meetings (216/288) 75%



Virtual scheduling (137/288) 48%



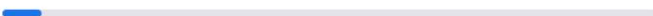
Coaching on how to use the technology (175/288) 61%



Coaching on how technology (120/288) 42%



Other (please write in chat box) (17/288) 6%



Participants' suggestions and resources:

- We use virtual feedback forms. We can ask a question and teachers can comment digitally.
- Google Classroom to house resources.
- We have been creating eCourses for teachers to engage in some asynchronous learning.
- Creating tutorials via Loom or Screencastif.
- We use a strengths-based process in which we clarify, value what they are bringing to the table, and then explore possibilities.
- We connect the strength or best practice with referencing the research that supports the practice. Teachers love feeling validated not just by their coach, but by experts in the field, too.
- Multipliers by Liz Wiseman really supports this strength-based thinking...would recommend this book.
- GroupMe (app) is a way to chat with staff.
- As an intermediate education agency (ESU), we have a Coaching Cadre for our 18 districts and we provide professional learning/support for coaches and have a strand for new coaches support.
- A sample partnership agreement template from the first edition of *Taking the Lead*. This is older but still useful! <https://learningforward.org/wp-content/uploads/2014/05/tool-sample-partnership-agreement.pdf>
- Partnership agreement for mentoring - https://docs.google.com/document/d/1OcHaL9MX-vLESEAsixGQ3vHa1ekveQw_dYlqzQgwm0Q/edit?usp=sharing
- Offering drop-in sessions by topics have helped us break down walls for those who are resistant to coaching.
- We have a virtual coaching notebook that we use. It includes partnership agreements, walkthrough forms, and notes sections. https://drive.google.com/file/d/1exx2ueXkt9hKxSScfmh97g9YkhoY5EC_/view?usp=sharing
- I recommend *The Distance Learning Playbook* by Fisher, Frey, and Hattie. (For teachers and Coaches.) Great info in there and first module is all about teacher self-care.
- I recommend *Leading Student-Centered Coaching: Building Principal and Coaching Partnerships* by Sweeney and *Taking the Lead* by Killion and Harrison

Participants' responses to panelists' comments and strategies:

- I made Google Classroom my virtual office, where I share resources I usually shared in meetings or in person.
- Video coaching through Sibme.

- I'm facilitating discussions on how to maintain and build relationships with students.
- Emotional support more significant than ever!
- We are working on bias and equity.
- Honors the teacher -- you are meeting them where they are.
- Building on strengths to address challenges is so helpful.
- The constructive feedback results in a ripple effect. I love that!
- Love the idea of having a "hope" partner.
- I think right now is a perfect time to sell coaching - everyone is trying new things right now and more people may feel better about asking for support.
- Partnership agreements are so important!
- Partnership agreements give clarity to the roles and responsibilities of all parties.
- Offering a coaching menu, like the one mentioned, may empower teachers to reach out. They may need help, but not know how to ask or need it presented in topic form like the menu offered.
- I help teams plan their agenda (to help them stay on PLC topics) but they are run by teams!
- We are encouraging our teachers to meet teachers where they are emotionally/mentally right now. Most are primarily serving as counselor and resource provider right now, helping teachers learn to teach hybrid classes with online and face-to-face students simultaneously. Coaches are struggling with not serving as 'catalyst for change' & not asking mediative questions. Our teachers are falling apart with mediative questions right now. We are simply advising coaches to ask "How are you? How is it going? How can I help?"
- Time is a challenge but if we give up that time, we will start to diminish their collective efficacy.
- I feel like the supports we provide to teachers right now are similar to those for first-year teachers.
- I like to think about time with quality time vs how much time.
- My coaching team is contracted as needed based on when they have difficulty meeting the needs of a specific student with autism. Being contracted as needed makes it SO hard to establish some of these processes.
- I have had multiple sessions after hours... I really try to accommodate teachers as much as possible.