

Learning from coaches: Supporting teams and individuals

Webinar
September 17, 2020

If you can see the
slide and hear the
music, you are all set.



Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and questions during the webinar.

Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/@learningforward)

Check-in poll

The digital environment has:

- Strengthened your coaching sessions.
- Distracted from your coaching sessions.
- Created NO changes to your coaching sessions.

What digital tools and techniques are being used in your coaching sessions?

(check as many as are applicable):

- Virtual office hours
- Virtual classroom observations
- Virtual platform for team meetings
- Virtual scheduling
- Coaching on how to use the technology
- Coaching on how technology enhances teaching
- Other (please write in chat box)

Coaches believe in their team members



Coaching study shows...

ACCORDING TO A NATIONAL STUDY OF PRINCIPALS AND TEACHERS:²



35%

new
teachers

25%

struggling
teachers

40%

all other
teachers



24%

weekly or multiple times
per week

33%

monthly or multiple times
per month

16%

regular but less than monthly

27%

a few sessions, not on a
regular schedule

¹ nces.ed.gov/surveys/ntps/tables/Table_5_042617_fl_school.asp

² k12education.gatesfoundation.org/download/?Num=2336&filename=Gates-PDMarketResearch-Dec5.pdf

50
TRANS

learningforward

THE PROFESSIONAL LEARNING ASSOCIATION

THE LEARNING PROFESSIONAL

THE LEARNING FORWARD JOURNAL

EXPERTS SHARE
HOW TO MAKE
THE MOST
OF COACHING

Michael Knight p. 28

Ellen Killian p. 24

Martha Aguilar p. 10

Robert Pianta p. 33

ALSO IN
THIS ISSUE:

Disrupting
inequity p. 45

How to hire
great coaches p. 12

COACHING

Supporting teams and individuals



Participants will ...

- Access and share resources, strategies, and ideas to strengthen virtual coaching
- Explore recommendations for building and supporting virtual teams
- Address growth and development strategies for coaches
- Share questions and advice among a community of learners

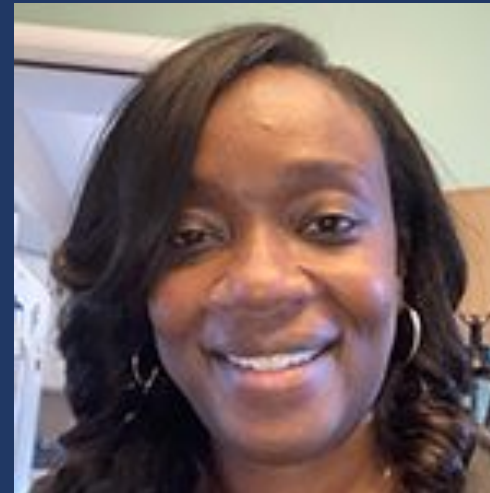
Panel discussion



Heather Clifton
Senior Consultant
Learning Forward
(CO)



Angela Batson
Lead Teaching &
Learning Coach
Lakewood Montessori
Middle School
Durham Public
Schools (NC)



Malikah Gregory
Instructional Coach,
Math Steering Chair,
and IC Math Focus
Group Leader
Lansing School
District (MI)



Jackie Zimmerman
Secondary Instructional
Coach Facilitator
Katy ISD
(TX)

Indicators of School Culture

Source: *School culture: Black hole or fertile garden for school improvement.* By L. Stoll

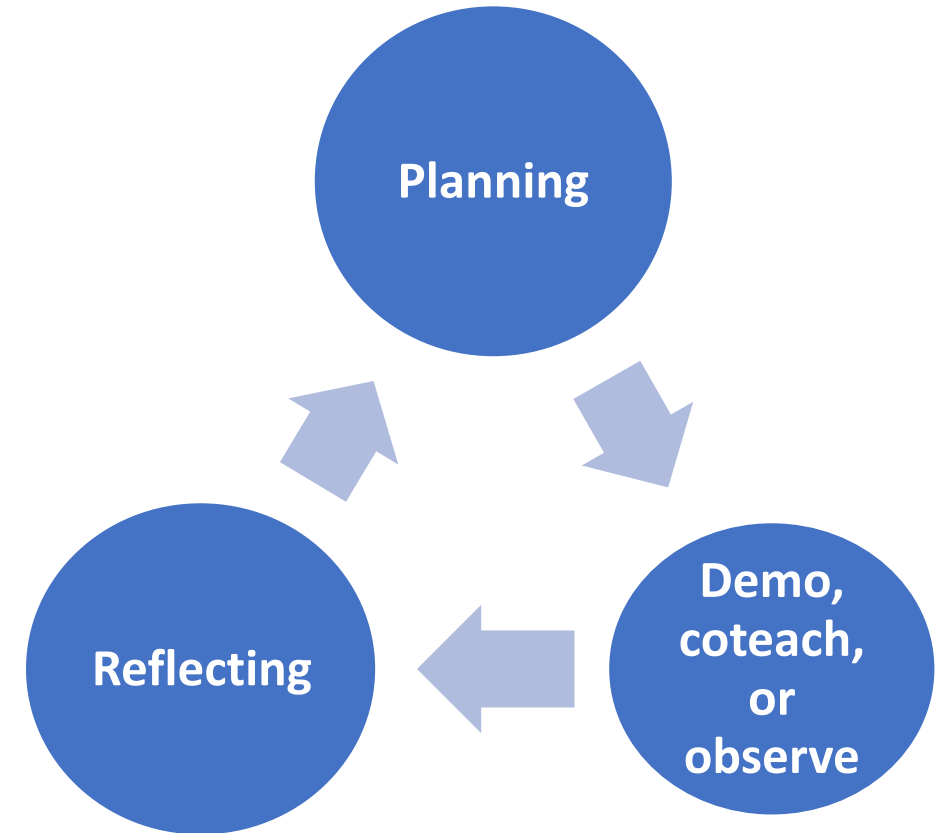


Heather Clifton
Senior Consultant
Learning Forward

Celebrations	Rituals
Stories	Communications
Shared sayings	Behaviors
Taboos	Rites of exit and entry
Ways of rewarding	Events

The Coaching Cycle: Three Phases

1. Planning for the coaching cycle
2. Demonstration, coteaching, and/or observation with data gathering
3. Reflecting conversation
 - Analyze data
 - Apply to future teaching practices
 - Apply to future coaching cycles



Conversation Skills for Coaches



Skills that Contribute to Trust in the Relationship

- Remain neutral
- Use active listening skills
- Refrain from giving advice
- Align verbal and nonverbal communication
- Balance airtime
- Be sensitive to feelings, fears, and emotions
- Maintain positive intentions

Conversation Skills for Coaches




Skills That Assist With the Flow of the Conversation


- Have a clear purpose
- Be prepared with questions and probes in advance
- Ask questions to get information, to understand more thoroughly, to sustain discussion
- Sustain discussion until you have explored the topic thoroughly
- Bring closure

Figure 11.1: Six Ways to Work Virtually With an Instructional Coach

Courtney & Ebony can provide resources for all subject areas.



Courtney & Ebony can provide feedback on videos, activities, etc before they are uploaded.




Courtney & Ebony can consult with support staff (ESOL, Gifted, etc) on differentiating tasks for DLD.



Courtney & Ebony can assist with pre-recorded videos for lessons.
(Advance notice required.)



Courtney & Ebony can plan a co-taught lesson for reading, writing, or math.
(Advance notice required.)



Courtney & Ebony can co-teach a lesson with you via Google Meet.



Created by Ebony Flott and Courtney Simpson, instructional coaches, Gwinnett County Public Schools, Suwanee, Georgia. Graphic art created in Google Slides using icons from Slides Carnival. Reprinted with permission.



Angela Batson

Lead Teaching & Learning Coach

Durham Public Schools

4 Strategies for Success

- Mindset Shift
- Modeling
- Teacher Autonomy
- Equity

PRIORITY 1: INCREASE ACADEMIC ACHIEVEMENT

- 1A** By 2023, at least 90 percent of all Durham Public Schools will meet or exceed standards for year-to-year academic growth as measured by the state model.
- 1B** By 2023, at least 60 percent of all DPS students will achieve grade level proficiency as measured by End-of-Grade and End-of-Course testing.
- 1C** By 2023, the DPS four-year graduation rate for students who start with DPS in ninth grade will be at least 90 percent.
- 1D** By 2023, 100 percent of all teachers, leaders, and staff will use technology as a tool for accelerating and personalizing student learning.

#WeAreDPS



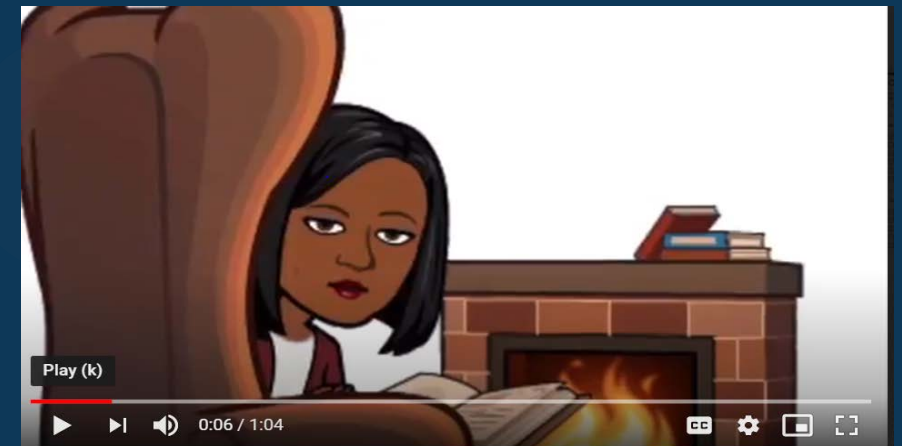
Mindset & Modeling

Ted Talk: Embrace the Shake Phil Hansen



Tech Tool: [Jamboard.Google.com](https://jamboard.google.com)
[Embrace the Shake Jamboard](#)

"What if we need to become limited in order to become limitless?"












I am my teachers'
#1 Fan!



Teacher Autonomy & Modeling



A. Batson's COACHING MENU

<p>LISTENING & SUPPORT Be a confidential ear for concerns, celebrations, and feelings.</p> 	<p>CO-PLANNING Collaboratively plan a lesson or a series of lessons using the HITS.</p> 	<p>INSTRUCTIONAL REFLECTION Observe and reflect on virtual instruction together.</p> 
<p>DIFFERENTIATION & INCLUSION Discuss and assist in creating learning that reaches all students.</p> 	<p>Data Analysis Need help disaggregating or analyzing your data? Want help with interventions or enrichment ideas based on your data? I'm your girl!</p> 	<p>INSTRUCTIONAL PRACTICE Brainstorm and collaborate on how to deliver content.</p> 
<p>RESOURCES Assist in gathering of finding appropriate instructional resources.</p> 	<p>SCHEDULE Support you in developing a schedule that increases balance, efficiency, and productivity.</p> 	<p>WHAT ELSE Everything is different and new. I am here to support you in any way that you need. Reach out and we will figure it out together.</p> 

BOY Teacher Survey

In order to work together in the coach/teacher relationship, I would like to get to know your goals for your professional growth this school year. Please answer the following questions truthfully. Your responses are between you and me and will not be shared with others.

Your email address (angela_batson@dpnc.net) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

In which of the following areas would you like more support? (Check all that apply) *

- Canvas Training
- Using Relevant Virtual Instructional Strategies
- Differentiating for Advance Learners
- Scaffolding Lessons and Materials for Struggling Learners
- Knowledge of Content Standards
- Use of Instructional Technology
- Creating Rigorous Assessments
- Using Data to Drive Instruction
- Flexible Grouping
- None at this time

I would like support from the T&L Coach in the following way. (Check all that apply) *

- Co-planning a lesson or set of lessons I would like to teach.
- Co-teaching
- Modeling a lesson
- Observing a fellow teacher
- Video taping and viewing a lesson

LMMS 20-21 PLCs



<u>Non-Negotiables</u>	<u>Calendar</u>	<u>Rotation & Schedule</u>
<u>Agenda</u>	<u>Professional Development</u>	<u>Parking Lot</u>

Equity and Modeling



Discussion Post One

[Angela Batson](#)

Aug 22 at 10:48pm

12 43

All Sections

In this post, I would like you to:

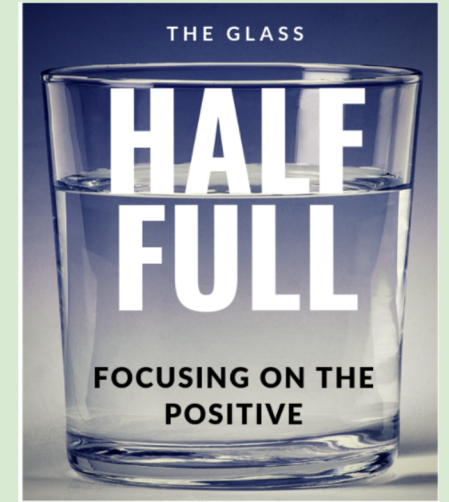
- Watch the Ted Talk, "The Danger of a single story" by Chimamanda Ngozi Adichie
- Post your response to the video: What are your takeaways from this video? Have you ever had a "single story" moment?
- Reply to at least 2 other teacher's posts

** Note that you will not see the other responses until you first post your response.





Malikah Gregory
Instructional Coach, Math Steering Chair,
and IC Math Focus Group Leader
Lansing School District



Strength-Based Approach

What it is...

- *Focus on effective practices
- *Feedback is specific, defined
- *Teachers reflect on their strengths “How might you use that strategy more times during your class? With other students?..”



What it isn't...

- *“Good job..”, “Nice bulletin board”
- *Ignoring challenges
- *A strength followed by a criticism



Quotes from teachers...

“...without a doubt, this has been the most valuable professional development I've experienced in my 15 years of teaching...”

“I began to feel more successful as a teacher hearing about what looked good in my classroom. Malikah didn't simply say it was a nice lesson, but she gave me explicit feedback with examples. This caused me to *start focusing on what I was doing right and how to build on those skills*”.

“At the end of each coaching session, I felt energized with new insights and ideas -- conversations were positive and supportive, leaving me with a sprinkle of validation and a dash of confidence to lean in to new techniques and possibilities.”

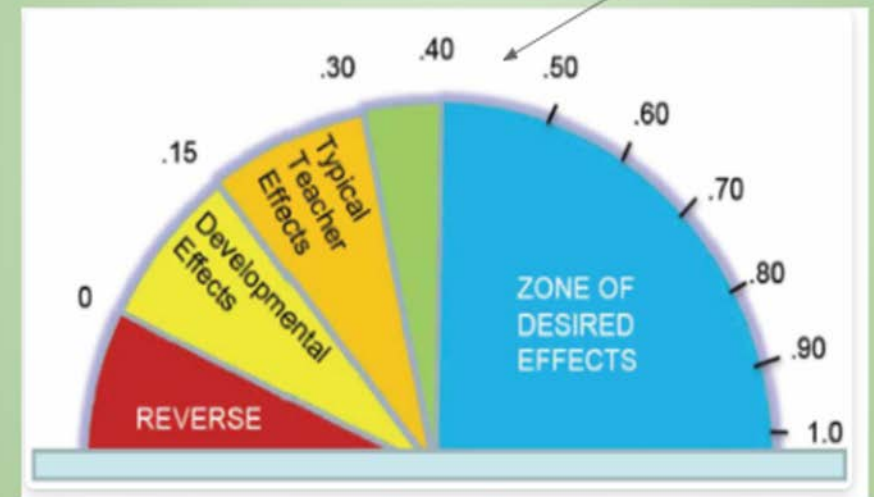
What factor has the Greatest impact?

Based on Hattie's research, which factor do you think has the highest effect size/impact on student achievement?

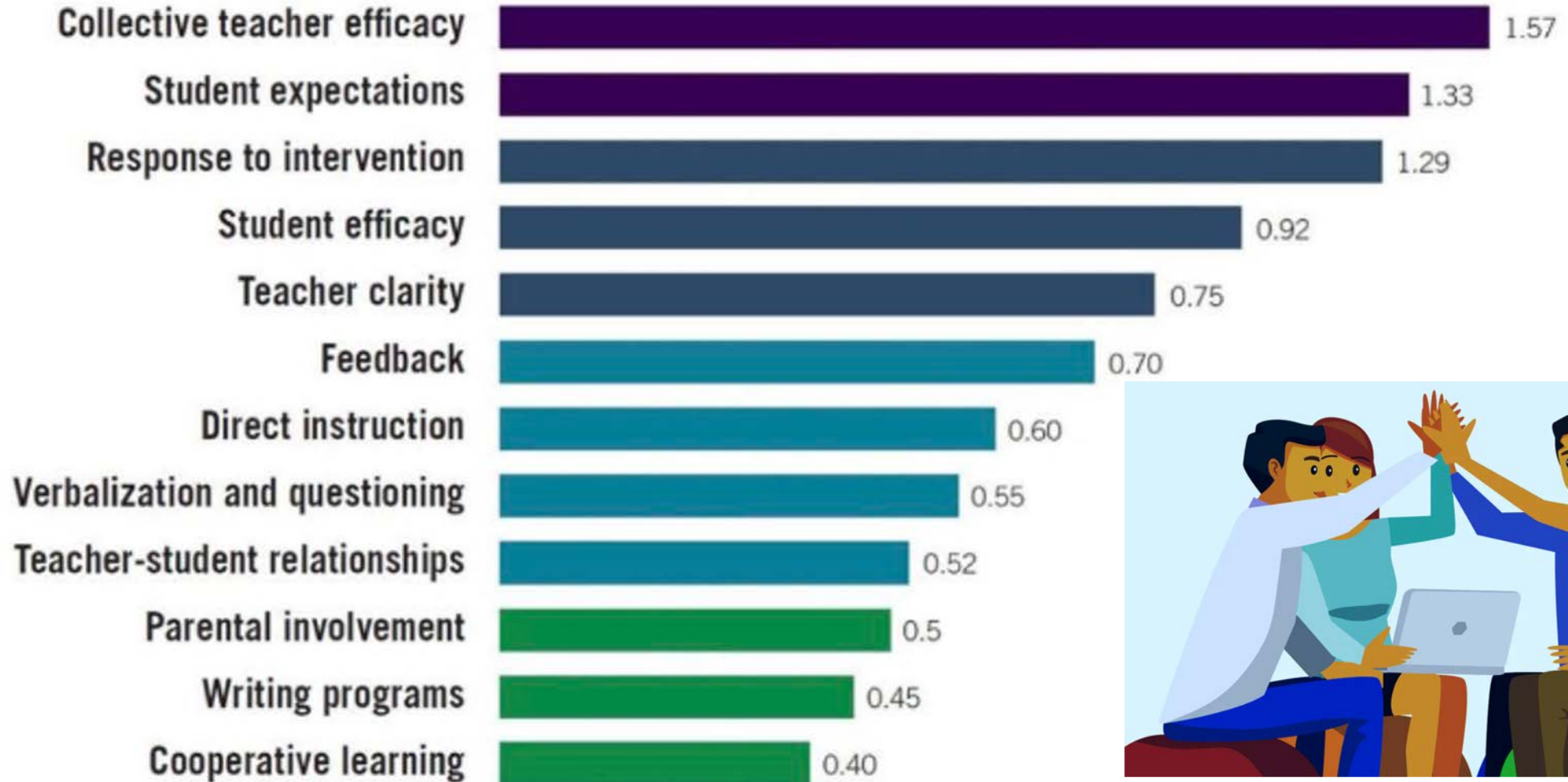
- a. Parental Involvement
- b. Collective Teacher Efficacy
- c. Professional Development
- d. Student Feedback

<https://visible-learning.org/john-hattie/>

John Hattie's Research on Effect Size:



Collective Teacher Efficacy = 1.57!



Collaboration

Ideas

- Virtual Steering
- Google Classroom
- Group Me
- Book Study
- Coaches' Corner

Benefits

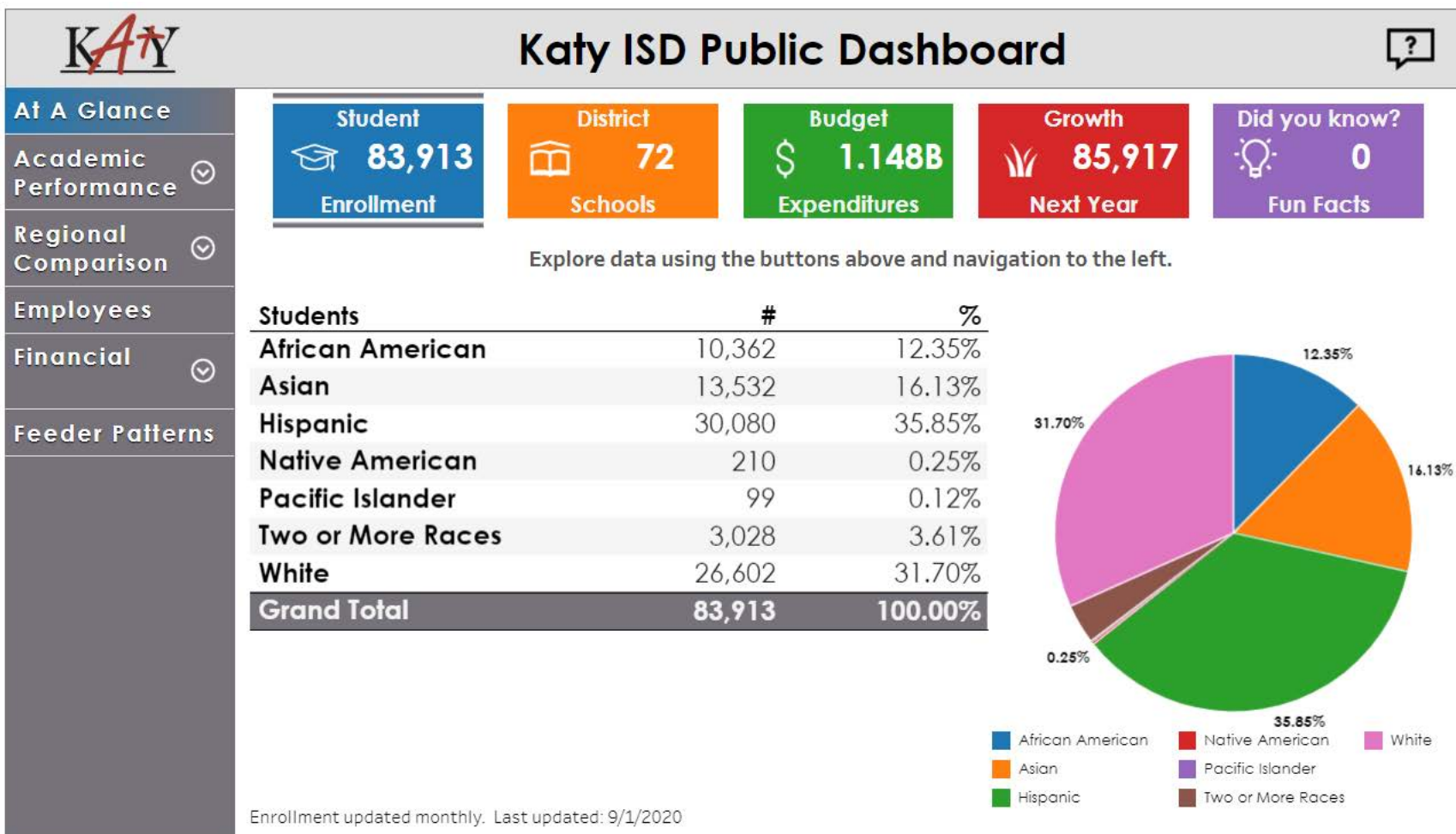
- Problem Solving
- Collect data to address needs
- Modeling
Collaboration for Teachers





Jackie Zimmerman

Katy Independent School District
 Secondary Instructional Coach Facilitator
 JacquelineMZimmerman@KATYISD.org



Support for Secondary Instructional Coaches in Katy ISD:

Mentors, IC Facilitator, Content Coordinators, and Teaching & Learning Partners

IC Institute

Mentor Training

NICE (New Instructional Coaches' Exploration)

Video Learning Teams

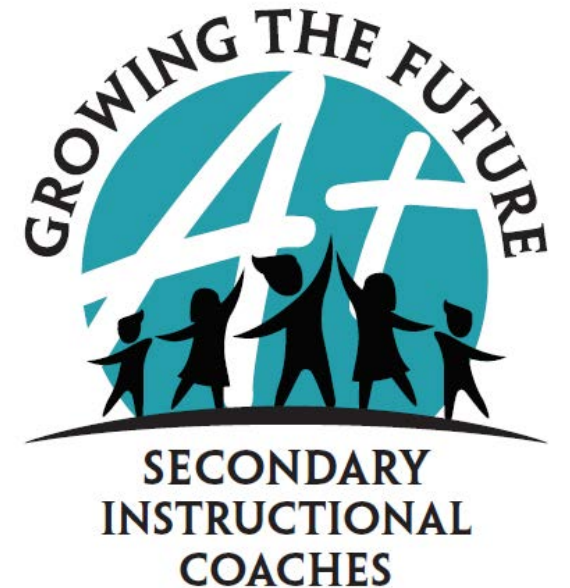
Instructional Playbook

IC PLCs

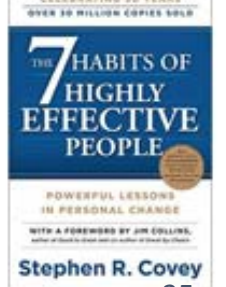
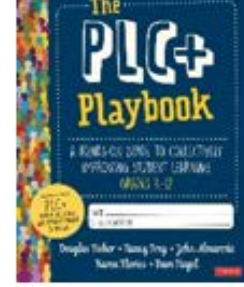
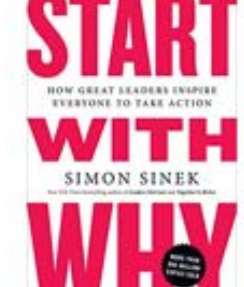
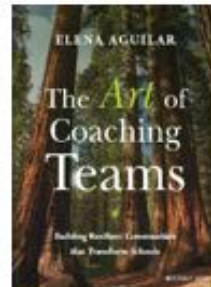
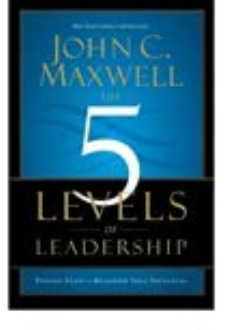
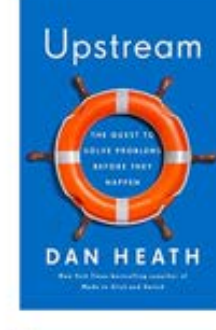
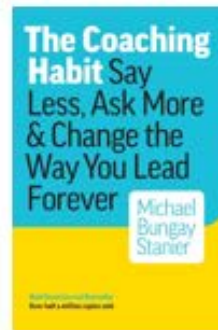
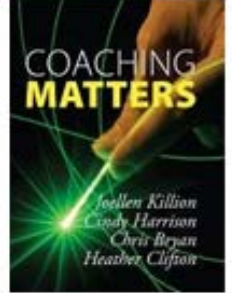
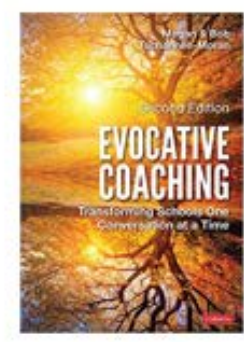
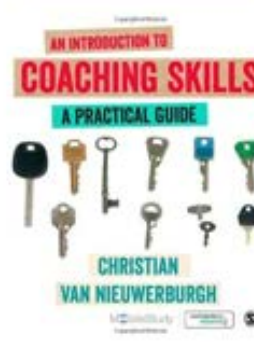
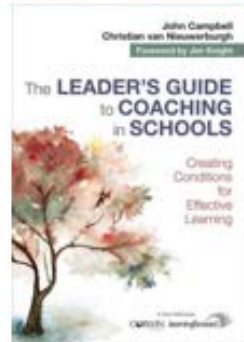
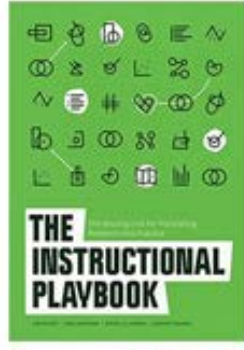
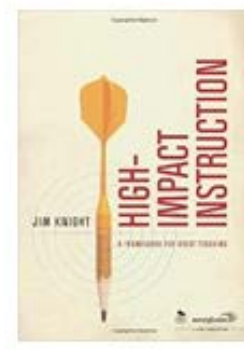
Differentiated Sessions

Coaching Collaboratives

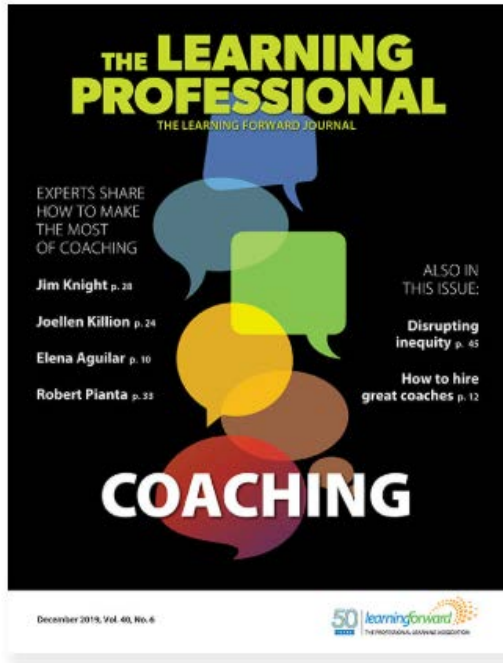
[Instructional Coach Needs Assessment](#)



Books that Speak to Me



A Mental Model for 2020



“Often coaches’ packs are so full of their existing mental models, they have little room to adjust the contents. Along the way, though, the successful ones will offload unnecessary or outdated mental models and expand and add newly adapted or acquired mental models.”

-Joellen Killion

Killion, J. (2019). On the Path to 'Becoming': Awareness of Their Own Mental Models Can Help Coaches Stretch and Grow. *The Learning Professional: The Learning Forward Journal*, 40(6), 24–27.

“You can’t solve a problem that you can’t see, or one that you perceive as a regrettable but inevitable condition of life.”

-Dan Heath
Upstream: The Quest to Solve Problems Before They Happen, p. (26 + 3)

“Entitlement and passivity are hope killers. Our energy comes from excitement about what’s next and from the supporters we recruit.”

-Shane J. Lopez, Ph.D.
Making Hope Happen: Create the Future You Want for Yourself and Others, p. 97



Discussion and Questions

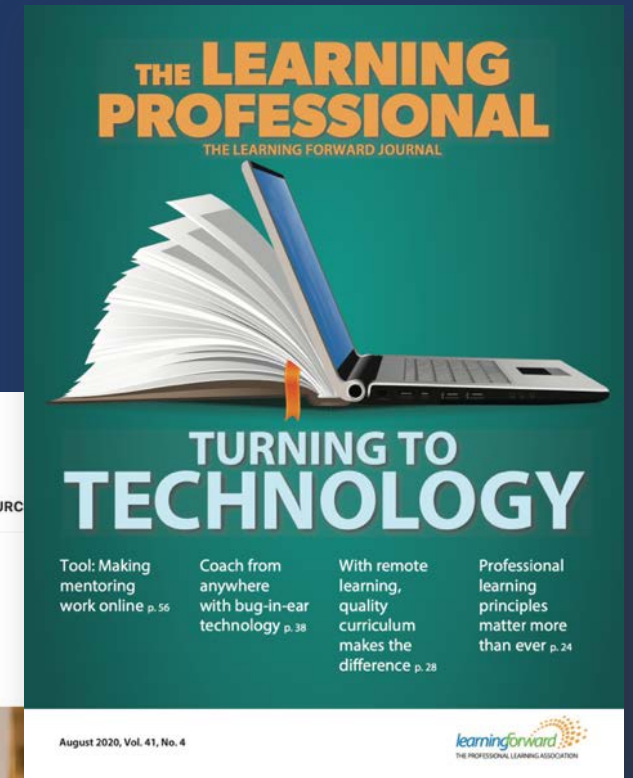


Online resources

- Look for follow-up resources, including a recording of this webinar and slides
- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)



The screenshot shows the Learning Forward website. At the top left is the logo for 'learningforward THE PROFESSIONAL LEARNING ASSOCIATION'. To the right are navigation links: 'ABOUT', 'ADVOCACY', 'STANDARDS', and 'RESOURCE'. Below the logo is a 'Back to Blog' link. The main content area features a blog post titled 'Three lessons learned from the pandemic about professional learning' by Elizabeth Foster, dated July 29, 2020. The post is categorized under 'Learning systems/planning, Online learning'. Below the text is a photograph of a woman sitting at a desk, smiling and looking at a laptop screen while holding a large open book.



The cover of 'The Learning Professional' journal, August 2020 issue, features a green background. At the top, the title 'THE LEARNING PROFESSIONAL' is written in large, bold, orange letters, with 'THE LEARNING FORWARD JOURNAL' in smaller white text below it. The central image is a laptop with its screen open, and a stack of white papers is fanned out behind it. Below the image, the main title 'TURNING TO TECHNOLOGY' is written in large, bold, white letters. Underneath, four article teasers are listed in white text: 'Tool: Making mentoring work online p. 56', 'Coach from anywhere with bug-in-ear technology p. 38', 'With remote learning, quality curriculum makes the difference p. 28', and 'Professional learning principles matter more than ever p. 24'. At the bottom left, it says 'August 2020, Vol. 41, No. 4'. At the bottom right is the Learning Forward logo.

Mark your calendars

**Thursday,
September 24
3 pm ET**

**Beginning Teachers
in a Virtual World**

**Thursday
October 8
3 pm ET**

**Equity and
Recruitment —
Investing in
Adult Learners:
Recruiting, Retaining
and Supporting in a
Virtual World**

**Thursday
October 22
3 pm ET**

Leading for Equity

VIRTUAL

learningforward 

**2020 ANNUAL
CONFERENCE**

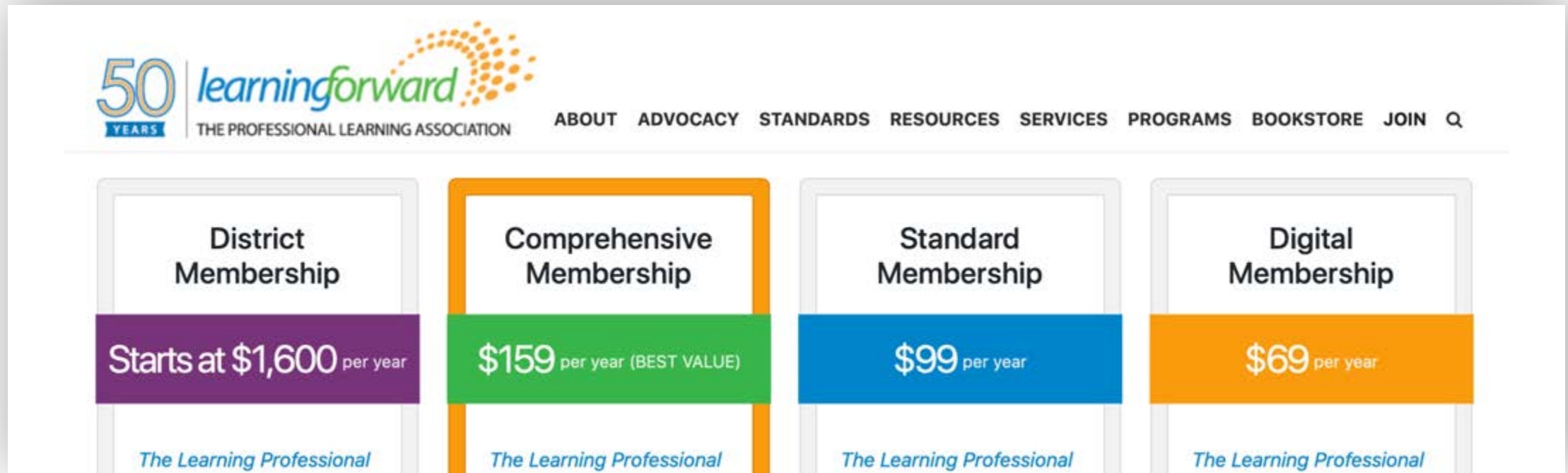
DEC. 6-8, 2020

Registration is now open.



Learning Forward memberships

- Get \$10 off any new Learning Forward membership
 - Use coupon code **LFWebinars***
 - **Visit** <http://learningforward.org/membership>
- * Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS" and "learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in vertical cards:

Membership Type	Price	Value
District Membership	Starts at \$1,600 per year	
Comprehensive Membership	\$159 per year	(BEST VALUE)
Standard Membership	\$99 per year	
Digital Membership	\$69 per year	

Each membership card also includes the text "The Learning Professional" at the bottom.

Thank you!

