Coaching During “Other Duties as Assigned”

Welcome! We will begin shortly.

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

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

How to coach while performing ‘other duties as assigned’

December 10, 2021 | Sharron Helmke | Coaching

Sharron Helmke
Moderator
Acting Vice President for Professional Services
Learning Forward
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
“Other Duties as Assigned” is found in almost every educator’s contract.

There’s a shortage of teachers and substitutes.

Coaches’ schedules are flexible — and they are vulnerable to filling gaps.

Now more than ever — “Other Duties as Assigned”
Opportunity costs

What is the cost?

• Teachers lose access to professional learning at a time when learning is necessary

• Coaches become overly stressed trying to meet all expectations

• Coaches’ own professional learning and growth may be postponed
And yet...coaches manage

Let’s celebrate and share all the ways you manage:

• Your own time, priorities, and sanity
• How you keep the learning going with your teachers
• How you capitalize on your own learning as you take on these additional duties
In the chat box, please share one idea, tool, or resource that you’ve found helpful in managing your time, effort, and priorities this year.
Panel discussion

Heather Clifton
Senior Consultant
Learning Forward
Coaching and Executive Leadership
Denver, CO

Andrea Gautney
High School Math Coach
Clear Creek ISD
League City, TX

Carla Schmidt
Elementary Instructional Coach
Jackson Elementary School
Elmhurst, IL

Kristine James
Elementary Instructional Coach
Mission Crest Elementary
Hesperia Unified School District
Hesperia, CA
Some current challenges for schools
(unimaginable a few years ago)

• Continued virus infections and quarantines
• Escalated teacher absences
• Increased student absences
• Decelerated student learning
• Shortage of substitute teachers
• Teachers leaving the profession
• Inadequate hiring pools

Heather Clifton
Senior Consultant, Learning Forward
Coaching and Executive Leadership
Responses / Interventions

- Pivot from in-person to remote learning and back again
- Cancel classes
- Close libraries
- Divide students among several classrooms
- Support paraprofessionals to become emergency-licensed to teach
- **Deploy coaches** (and others) to classrooms
- Ask parents to help in classrooms, libraries, lunchrooms, recess, office
- Ramp up recruiting efforts
Be Prepared!

- Have a plan — tiered support with options
- Equitable distribution of impact
Coaches’ responses

- Be prepared
- Have a plan
- Equitable distribution of impact
Learning From Past Missteps

• Coaching is not “adding” to a teacher’s plate

• Diagnose needs as quickly as possible
  • Support thinking; avoid paralysis
Challenges

TEACHING

TEAMING — NEW TEAM LEADS

REPAIR AND RECOVER
Strategies

• Managing, not drowning

• Leading by example

• Naming my role

• Setting boundaries

• Now, Soon, Later
Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.

Dr. Kevin Maxwell

Originally appeared on www.upcyclededucation.com
My Learning

- Theory vs. Implementation & Practice
- Over Communication
- Layers of Support
- 3rd-grade teacher
- 4th-grade teacher
- PE teacher
- Instructional coach
2020-2021 Challenges

1. Leading **ALL** district PD
2. Inundated with trainings
3. Tech help
Advocate for Yourself & Role

Strategies Used

1. Leading ALL district PD
   a. Went to building principal

2. Inundated with trainings
   a. Prioritizing staff & students
   b. Open & honest conversation
   c. Coaching cycles from learning

3. Tech help
   a. Creating a coaching cycle around technology (Nearpod)
2021-2022 Challenges

1. Lack of leadership at district level
2. Loss of professional learning
3. Loss of collaboration time
Strategies Used

1. Proposal
   a. Template

2. Leading our own learning
   a. Book clubs
   b. Conferences

3. Closely partner with principal
Lessons Learned

You have to advocate for yourself & program

Be able to pivot and be creative

Closely collaborate with principal
Covid-19 Impact on coaching at Mission Crest Elementary

• Lack of subs
• Administration in meetings almost daily
• Teachers needing SEL support — high levels of stress and burnout
• Feeling pressure to fill learning gaps

Kristine James
Elementary Instructional Coach
Mission Crest Elementary
Hesperia Unified School District
ADMINISTRATOR-COACH PARTNERSHIP AGREEMENT

• CREATING AN ADMINISTRATOR COACH PARTNERSHIP AGREEMENT TOOL 16.1 FROM TAKING THE LEAD BY JOELLEN KILLION & CINDY HARRISON

• I COULDN’T MOVE FORWARD UNTIL MY PRINCIPAL AND I WERE ON THE SAME PAGE AND WE HAD A STRONG AGREEMENT IN PLACE
My Agreements

What roles and responsibilities will the coach be focusing on this year?

• No subbing — unless there is an emergency (only happened a few times)
• Focus on being a classroom supporter
• Support should be focused on previously established initiatives — keep it simple, no new things
• We will meet to discuss progress
• Principal will introduce the coaching plan to the site
TURN STRESS AND FRUSTRATION INTO OPPORTUNITIES FOR COLLABORATION AND GROWTH

• “THESE KIDS DON’T KNOW HOW TO BE AT SCHOOL.”
• “I WILL NEVER BE ABLE TO FINISH THESE ASSESSMENTS WITHOUT SUBS.”
• “I DON’T KNOW HOW I’M SUPPOSED TO GET ALL OF THIS DONE.”
• “THE STUDENTS ARE SO FAR BEHIND I DON’T KNOW WHERE TO BEGIN.”
• “THESE KIDS DON’T KNOW HOW TO BE AT SCHOOL.”

“What is the biggest change that you are seeing? How have you addressed this already?”

• “I WILL NEVER BE ABLE TO FINISH THESE ASSESSMENTS WITHOUT SUBS.”

“Can I help assess and then meet with you to discuss trends and next steps?”

• “I DON’T KNOW HOW I’M SUPPOSED TO GET ALL OF THIS DONE.”

“What feels the heaviest right now? I have some time … can we meet to look at ways I can support you with this?”

• “THE STUDENTS ARE SO FAR BEHIND I DON’T KNOW WHERE TO BEGIN.”

“What are the strengths you are seeing in your class this year?”
Discussion and Questions

Ask Us
Let us hear from you

Please fill out our post-webinar survey

https://www.surveymonkey.de/r/NBZ6229
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
- Use the planner at *Professional Learning State and District Planner*
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<td>ESSER Funds: Creating District Impact</td>
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<td>Student Voice and Agency</td>
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<td>Thursday, February 10</td>
<td>Retaining Educators Through Transition</td>
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Thank you!