

learningforward

THE PROFESSIONAL LEARNING ASSOCIATION

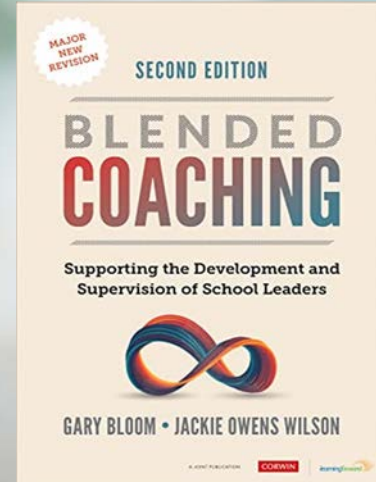
BOOK CLUB

Welcome!
We will start shortly

Blended Coaching
book club discussion

With Gary Bloom and Jackie Wilson

February 1, 2024



Introductions

In the chat box share the following:

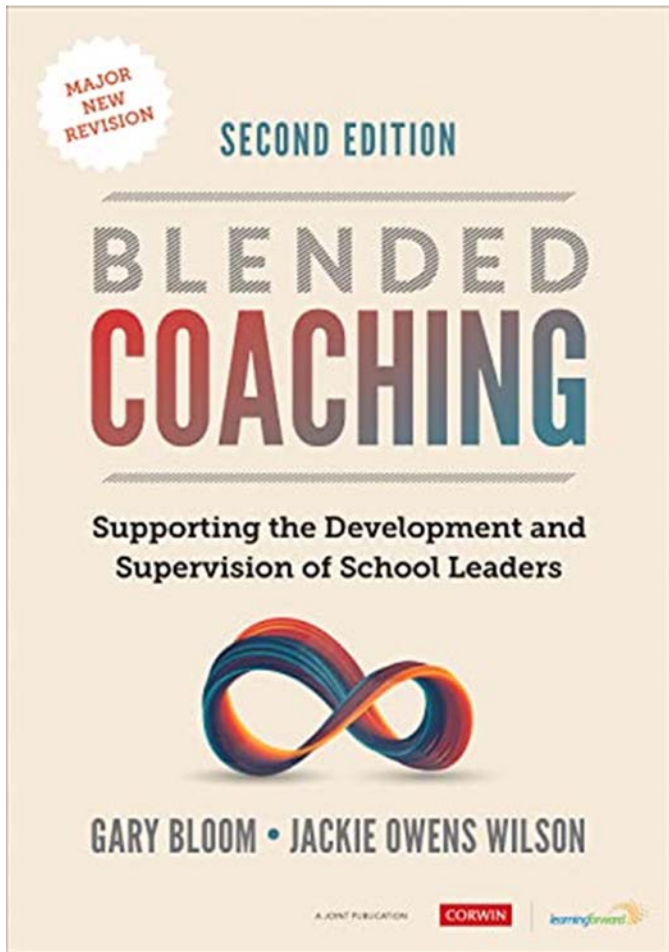
Your name

Your state & organization

Your role in the organization

One example of your coaching experience to date





Have you read the book yet? If so, please share;

- Any questions
- Insights
- Challenges
- Feedback
- What you hope to gain from our time together



What will we learn today?

1. How do we distinguish coaching from mentoring?
2. Can supervisors coach, and what does coaching-based supervision look like?
3. How can districts build a coaching system and culture?
4. What are your experiences with coaching and supervision?
5. How can we, the authors, strengthen the support we offer to individuals, schools and institutions?



Why Coaching Matters

Chat Box

Share one success you have had as a coach or supervisor.

Share one challenge you have had as a coach or supervisor.



Why Coaching Matters?

Self Awareness & Reflection

Coaching encourages the coachee to self-reflect and examine strengths, weaknesses, values, and leadership beliefs. By becoming more self-aware the educator is able to identify areas for professional growth and take steps to further their development

Goal Setting and Accountability

Coaches collaborate with the coachee to establish clear, attainable goals aligned with the district and schools vision and mission. These goals serve as a roadmap for personal and professional growth opportunities. The coach provides continuous support and hold the coachee accountable for ongoing progress and improvement.

Emotional Intelligence

Leading a school involves interacting with a diverse range of stakeholder. Coaching helps the educator develop the emotional intelligence and empathy they need to connect authentically with staff, students and parents, fostering a positive inclusive school culture that enhances overall well-being and academic performance.

Why Coaching Matters?

Decision-Making and Problem Solving

Educators face numerous complex decisions and challenges every day. Coaching equips them with critical thinking skills and effective problem-solving techniques. By exploring diverse perspectives and strategies, the educator can make well-informed decisions.

Communication and Interpersonal Skills

Effective communication is vital for educators. Through coaching, principals and teachers refine their communication and interpersonal abilities, becoming skilled at inspiring and motivating their team.

Vision and Innovation

Coaching encourages the educator to think creatively and embrace innovation. By envisioning the school's future and developing a clear roadmap, the principal or teacher can inspire their team, colleagues and students towards sustainable growth and enhancements.

What is coaching?

- *The coach is a different observer of the client and the context*
- *The coach's purpose is to support a client in clarifying and pursuing goals*
- *The relationship is based on trust and permission*
- *Problems are valued as learning opportunities*
- *The coach's fundamental commitment is to professional performance and student success, and the coach will appropriately support and push the client to that end*

What coaching is not

- ❑ Coaching is not training
- ❑ Coaching is not therapy
- ❑ Coaching is not supervision, but effective supervisors coach, *a lot*

Why Coaching Matters



Continuous Learning and Professional Growth

Effective educators are lifelong learners. Coaching fosters a culture of continuous learning and encourages the educator to seek professional development opportunities to stay updated on the latest trends, research, and practices.

Unlocking Leadership Potential: The Benefits of Coaching for School Principals

<https://engage2learn.org/blog/unlocking-leadership-potential-coaching-for-school-principals>

Mentor

- informal relationship, often between peers
- often unstructured and driven by the mentee's need of the moment
- volunteers for whom the role is an add-on responsibility

Coach

- a formal relationship between a client and an individual trained in the coaching role
- is built around a standards-based structure and accountability
- coaches are dedicated to and compensated for their role

Mentor

- expected to be nurturing and supportive often unstructured and driven by the mentee's need of the moment
- typically senior to their mentees

Coach

- bold in providing feedback and in challenging their clients to improve their performance in ways that push comfort levels
- qualify for the role because of their expertise and may or may not be senior



The Blended Coaching Model



Listening

There is no listening without interpretation.

- *Rafael Echeverria*

Too many (leaders) think they are wonderful with people because they talk well. They don't realize that being wonderful with people means listening well.- *Peter Drucker*

We see things not as they are, but as we are. -*The Talmud*

Blended Coaching



Examples of *Doing* and *Being*

Ways of Doing	Ways of Being
Writing a parent newsletter.	Embracing and utilizing parent involvement and voice.
Building a weekly time schedule to maximize classroom observation time.	Examining all decisions through the lens of impact upon instruction.
Identifying areas of strength and weakness in grade level test data.	Acknowledging areas of weakness in one's own classroom and inviting feedback from colleagues.
Developing and delivering lessons differentiated to meet student needs.	Believing in the potential of every child and passionately holding high expectations.

Definition:

Facilitative Coaching

Facilitative Coaching: is a fundamental coaching strategy that takes a constructivist approach.

Goal: To engage in a coaching conversation that is to produce changes in the coachee's cognition; her/his way of thinking and being.

Role of the Coach:

- To provoke the coachee to arrive at new learning by examining and interpreting data,
- To lead the coachee through conversations that allows the coachee to clarify her/his own thinking, observations and possibilities.

Language Stems

SOME COACHING-BASED SUPERVISION LANGUAGE STEMS (PD & I)

OPENING

- What do we hope to achieve in our meeting today?
- In following up from last week, this is what we agreed to work on...
- Tell me about your progress in relation to...

PARAPHRASING

- So you are saying that...
- I am hearing that...
- You are noticing that...

PROBING PARAPHRASE

- You are telling me that (with added specificity)...
- I hear that you have two concerns...
- In other words, (with added clarity)...

CLARIFYING QUESTIONS

- Tell me more about...
- What do you mean by "my teachers"?
- What does low achievement mean to you?

MEDIATIONAL QUESTIONS

- What would it look like if...?
- What would be the arguments against...?
- Can you imagine another way to...?

INSTRUCTIONAL COACHING

- Can I share some information about...?
- What I saw in classrooms is...
- Research on best practice indicates...

CONSULTATIVE COACHING

- Here are two options you might consider...
- I can bring these resources to you...
- The data tell me that...

COLLABORATIVE COACHING

- Let's look at the data together...
- We can work together to...
- Can I play a supportive role by...?

SUPERVISORIAL FEEDBACK

- I have rated you as "developing" based on this evidence...
- This is how I and others experience your communication style...
- I have total confidence in your ability to...

SUPERVISORIAL DIRECTION

- I expect you to...by...
- Please share your plan to...
- You'll need to...in order to...

TRANSFORMATIONAL COACHING

- Let's role-play...
- Practice doing...
- What might be another narrative you could tell yourself?

SUMMARIZING

- Let's review our next steps...
- We'll know that we have achieved our goals when...

Paraphrases

Demonstrating understanding, promoting reflection

So you are
saying
that...

What I am
hearing is...

You have
noticed
that..

In other
words...

Clarifying Questions

Getting beyond generalizations, sharpening thinking and understanding

Tell me
more
about...

How do you
know that...

What
does...mean
to you?

What is
your
evidence
that...

Probing Paraphrases

Testing understandings, seeking clarity

Are you
telling me
that...

In other
words...

Sounds like
you have
two
concerns..

What I'm
hearing is...

Mediational Questions

Provoking thought, analysis, planning

What might
be an
alternative
to?

How will
you know?

How does
this relate
to..

What will it
look like?

What will
get in the
way?

Basic Moves of Instructional Coaching

- The coach takes the lead in the coaching conversation
- The coach may offer personal thoughts and experiences to support and motivate the coachee
- The coach models, advises, prescribes action steps and provides resources

No Coaching Without Trust

Chat box: *What does it take to earn your trust?*



INSTRUCTIONAL COACHING

- Can I share some information about...?²⁶
- What I saw in classrooms is...
- Research on best practice indicates...

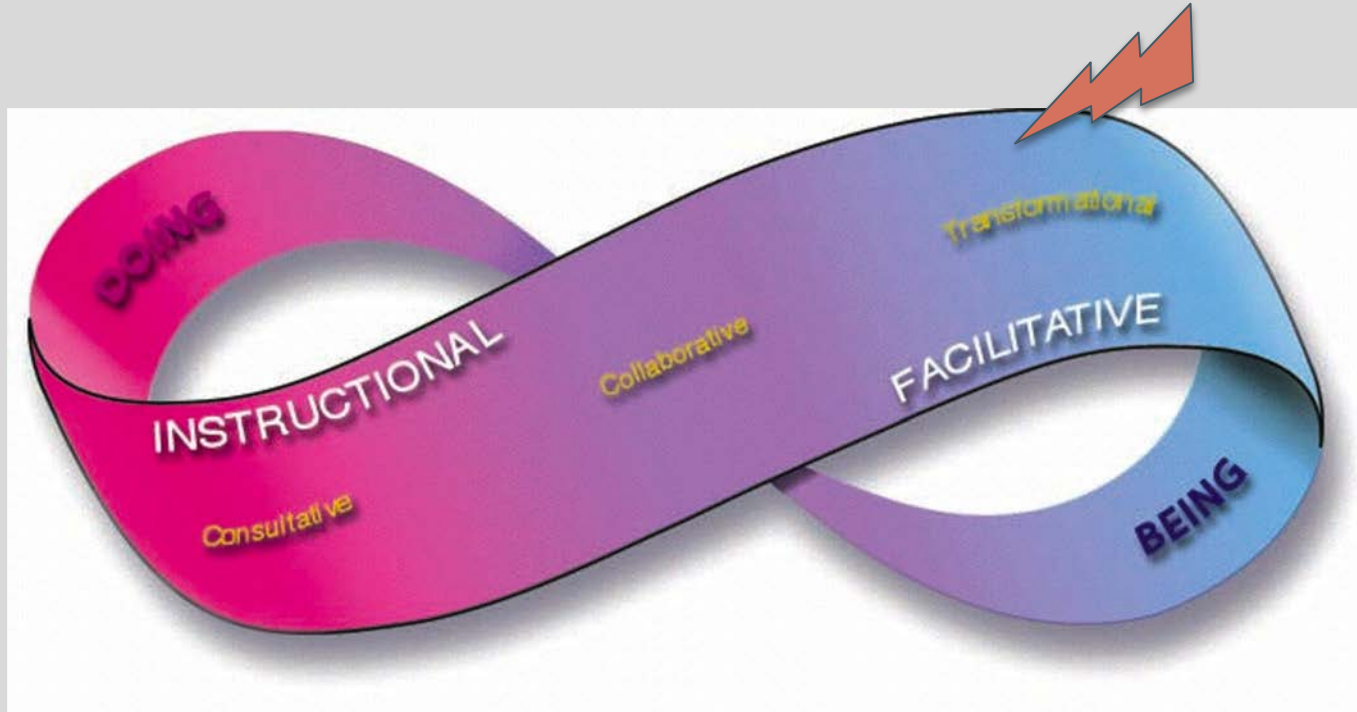
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Transformational Coaching



Transformational Coaching Strategies



Challenging assessments

Challenging and developing new narratives

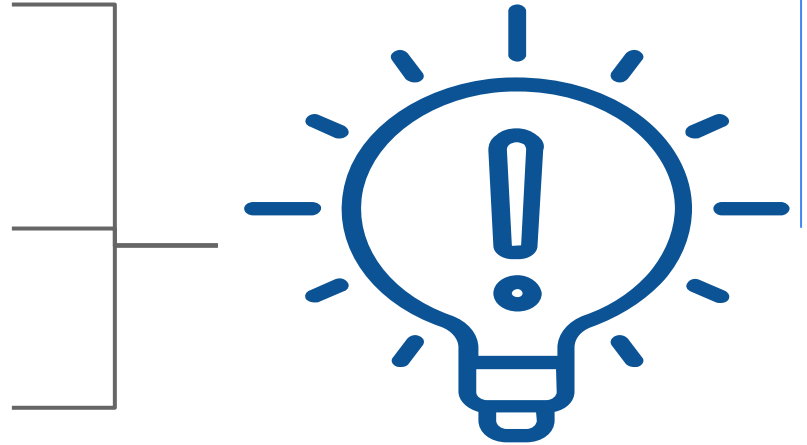
Role Playing

Transformational Coaching Strategies

Observing other experiences and ways of being

Trying out new ways of being

Stepping into new environments



Coaching-Based Supervision



COACHING-BASED SUPERVISION

The single most powerful variable in school success is teacher quality



The second most powerful variable is principal quality



Historically we have done a poor job of monitoring and improving educator efficacy through supervision



We have done a poor job of supporting teacher professional learning through the supervision process



Wallace Foundation research on the importance of principals:
<https://wallacefoundation.org/report/how-principals-affect-students-and-schools-systematic-synthesis-two-decades-research>

Coaching-Based Supervision

Purpose:

- 1) to support the professional growth and effective practices of the supervisee.
- 2) To inform the evaluation process, ensuring that supervisees meet professional standards and the goals they have determined in collaboration with the supervisor

Supervisory Feedback

Specific

Grounded in evidence

Tied to explicit goals, expectations, and standards

Communicates best interests and beliefs that growth can occur

Bold but never mean spirited

Delivered in an invitational manner and at a time and place where it is likely to be heard

Supervisory Direction

Tied to explicit goals, expectations and standards

Time specific, and monitoring and accountability for implementing the direction are explicit

Direction is established and articulated and the supervisor works with the supervisee from a coaching stance to develop an action plan

The supervisor provides the supervisee with appropriate support needed in order to implement an action plan



Coaching plan



**Educator
Assessment**

**Emotional
Intelligence/
Dispositions**

**Strengths
Finder**

**Performance
Evaluation**

**School &
Student Data**



	People (skills)	Organization (skills)	Instruction (skills)
	Engaging in instructionally focused interaction with teachers (behaviors)	Managing personnel and resources strategically (behaviors)	Skills to support teachers' classroom instruction (behaviors)
	Human development and relationship skills such as caring, communication and trust (behaviors)	Building a productive climate (behaviors)	Facilitating collaboration and professional learning communities (behaviors)

· How can districts build a coaching system and culture?

Create a vision for professional learning, and how coaching-based supervision aligns to the district plan

Communicate the plan to all stakeholders

Create a coaching plan

Select a coaching model

Select and train coaches in the identified model

Collect and analyze data to determine effectiveness of the coaching plan

Develop a coaching culture by scaling the model as a recruitment, growth and retention strategy

MAJOR
NEW
REVISION

SECOND EDITION

BLENDED COACHING

Supporting the Development and
Supervision of School Leaders



GARY BLOOM • JACKIE OWENS WILSON

A JOINT PUBLICATION

CORWIN



How can we, the authors, strengthen the support we offer to individuals, schools and institutions?



Thank you

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BOOK CLUB

Next book club discussion:

The Age of Identity

With Dennis Shirley & Andy Hargreaves

April 9, 2024 3-4 pm ET

