Coaching Matters

Learning Forward Preconference

December 6, 2020

Cindy Harrison cindy.harrison@gmail.com

Heather Clifton hlclifton@gmail.com

Introductions

- Write an introduction of yourself on the padlet or in the chatbox.
  - Name
  - Current role
  - 1-2 sentences about yourself
- Scan the introductions
- Identify anyone you have a question for and send them a private note in the chat.

Link to Padlet:
………………………….

When you Visualize Effective Coaching during the Pandemic

- What pictures come to mind **?**

- What words come to mind **?**

Write your ideas in the chat

Learning Intention and Success Criteria

- To develop participant's capacity (knowledge, skills, dispositions and practices) to define and implement an effective coaching program that positively impacts student achievement at their site.

  - Success Criteria:

    - Delineate conditions of effective coaching programs

    - Describe ways to implement an effective instructional coaching program through coaching framework

    - Analyze examples and prototypes

    - Generate own implementation plan for ideas for instructional coaching

Agenda

- Essential Conditions
- Coaching Framework Rubric
- Choice sessions
  - Program evaluation
  - Purpose, rationale, goals
  - Hiring

- Coach roles
- Principal-coach relationships
- Teacher – Coach relationship
- Closure

Working Agreements

- Take care of own needs
- Be present in mind and body camera
- Mute self when not speaking
- Consider all stakeholders' perspectives
- Hold each other's interests and needs with care
- Be honest and ask hard questions of self and facilitators

BREAKOUT ROOM Task #1: Conditions

- Read the scenario on pages 2-3 of the packet
- In your breakout group discuss the following questions:
  - *What criteria and process did Jackson use to design the process for selecting schools ready for coaches?*
  - **In addition:**
    - *What criteria would you use to assess your readiness for coaching?*
    - *What are the intended outcomes for implementing a coaching program?*
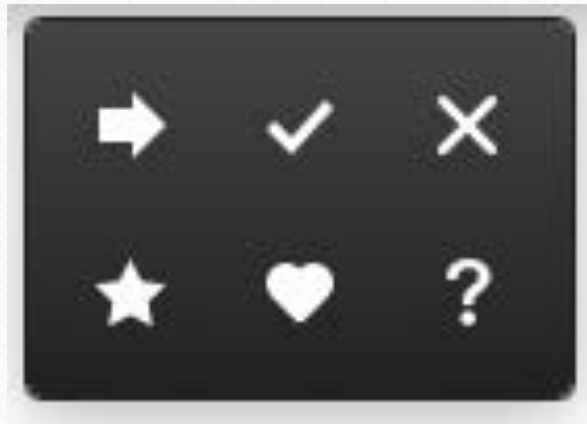   - *To what extent do you believe that schools lacking the conditions should not have a coach?*

15 minutes

Conditions for Coaching Effectiveness

Which conditions are in place at your site?

Using the whiteboard, use the stamps to indicate which conditions are in place.

Framework for Successful Coaching Programs

- **Purpose, rationale, and goals**
- Conditions for coaching
- Agreement and/or policy review
- **Coach roles, responsibilities, and expectations**
- **Coach champion**
- Characteristics of effective coaches

- **Selection and placement process**
- Coach preparation and ongoing professional learning
- **Principal preparation and relationships**
- **Teacher preparation and relationships**
- **Evaluation of coaching program**
- Evaluation of coaches

Breakout Room Task #2
Coaching Program Components

Identify a facilitator, recorder, time-keeper and reporter.

Which components are in place at your site and how do you know?

Choice Sessions

Purpose, Rationale and goals

- Student achievement goals
- Coach goals
- Annual outcomes

Program Evaluation

- Individual Coaches
- Coaching Program
- Theory of Change

Hiring

- Characteristics of effective coaches
- Who should hire?
- Considerations for placement

Breakout Room Task #3
# You have a CHOICE

Topic Choices:

- **A**: Purpose, rationale and goals Pages 7-9

- **B**: Program Evaluation

  Pages   10-13

- **C**: Hiring and Placement Pages14-17

Directions:

- Have a deeper conversation about the topic. Examine the materials provided in the handout. Answer the questions included in the handout on p. X

- Designate a facilitator, a timekeeper, and a reporter for your group.

Rename Yourself

- Identify which topic you want to explore and put the letter of that group in front of your name.
  - Hover over your picture on the screen
  - Select **rename**
  - List the letter that corresponds with your choice

- Enter the breakout room when you are invited.
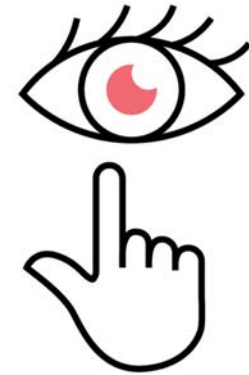
Whole Group Conversations

Round Robin

Share one idea that intrigued you from your earlier discussion in choice groups.

Lunch Break

1 hour

Welcome Back!

What's one question you would like for us to answer this afternoon? Write it in the chat box.

Coach Roles

- Resource Provider
- Classroom Supporter
- Instructional Specialist
- Curriculum Specialist
- Data Coach

- Mentor
- Learning Facilitator
- School Leader
- Catalyst for Change
- Learner

Breakout Room Task #4: Jigsaw

Read the chart on pages 18-20.

Each person learn about two roles and teach each other about them.

In addition to sharing what is written, consider and talk about what you think could be the impact of those roles on student learning.

20 minutes

Groups roles to focus on:
1- Resource provider
2- Data coach
3- Curriculum specialist
4- Instructional specialist
5- Mentor
6- Classroom supporter
7- Learning Facilitator
8- School leader
9- Catalyst for change
10- Learner

Pie Chart Activity

- Create a PIE chart that shows how you (if you are a coach) are currently using your time as a coach or how you think your coaches are spending their time.
- Compare this to how you think they should be spending your time.
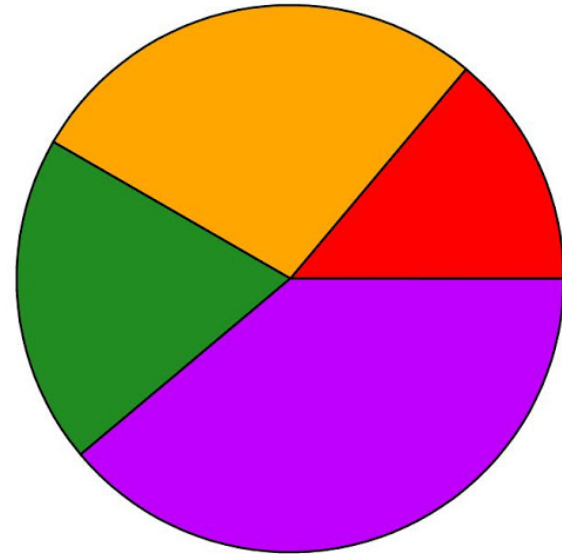
Circle Graphs

- Discuss
  - What factors might influence the distribution of time allotments more?
  - How might the circle charts change as the school year progresses?
  - How closely do you think your circle graph compares to your principal's for you? What would be the same or different?
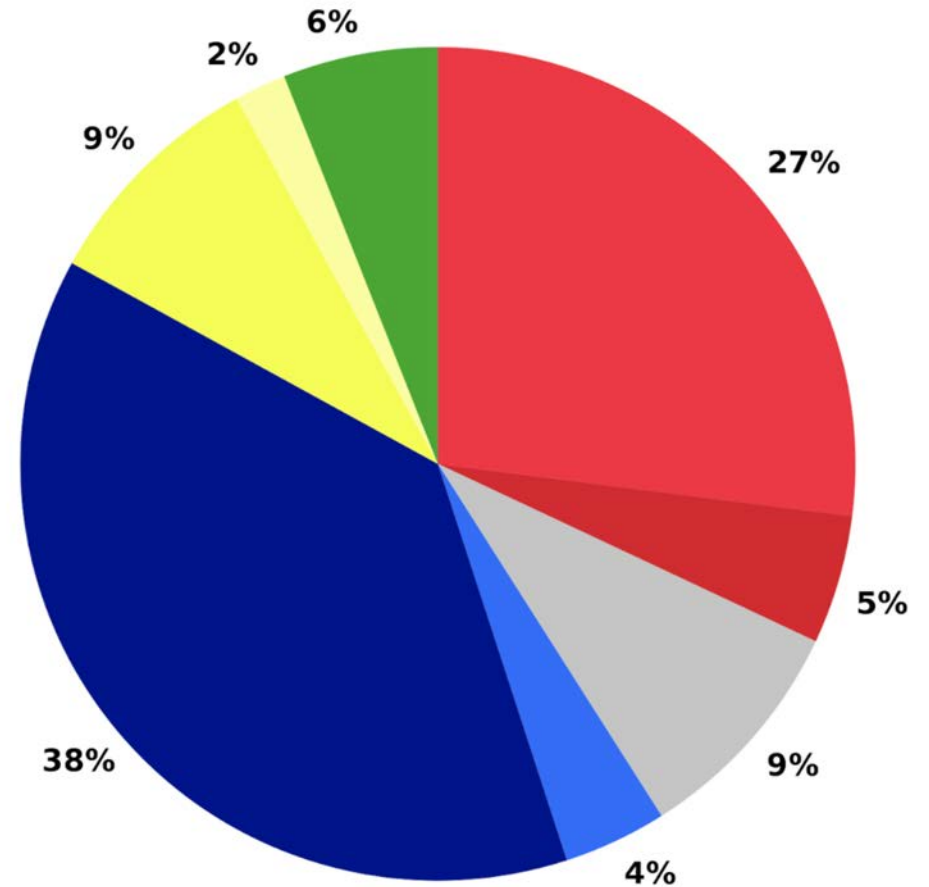
Breakout Room Task #5

- Compare your circle graphs with a new triad and explain what is represented by the graph.
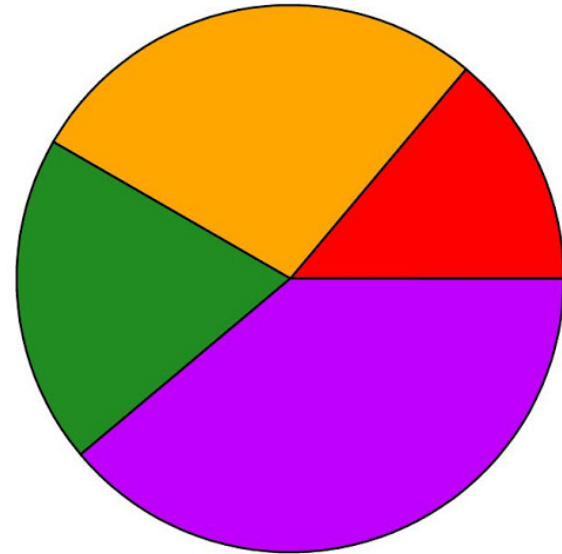
Coach Champion p. 21-22

- Person or Team who champion the role of instructional coaching in the district.
- Holds the vision for the program
- Constantly engages with stakeholders to learn more about the program and possibilities
- Meets with sites (principal , coach and stakeholders) to assist with alignment and data informed decision making
- Constantly searches for best practices in field of coaching
- Mediates all coach issues
- Serves as the conduit for coaches and others

Principal-Coach Relationship

Breakout Room Task #6

- Read the scenario on p. 23 of the handout.
- With your colleagues, make a list of the things that Principal Davies did that demonstrate support for the coach and the coaching program.
- Plan to return to the main room in 10 minutes

Whole Group Debrief

- What were some of the things that Principal Davies did that demonstrate support for the coach and the coaching program?

- Let's hear from **4** volunteers to share something significant from your list.

Components of Effective Principal-Coach Relationships

- **Trust**
- Advocacy for Coaching
- **Communication Partnership Agreements**
- Feedback Conversations

- **Setting Clear Expectations**
- **Aligning Time and Resources**
- Learning Side by Side

Trust and Communication

Confidentiality (page 24)

- Confidentiality requires the understanding between coach and staff that the coach will only communicate the following information to administration and other staff members:

  - **T**eachers with whom the coach is working

  - **T**opic of discussion

  - **T**ime frame

  - **T**asks

- **The specific agreements that are reached include the understanding that no information will be shared with the administrator that could influence the administrator's evaluation of the teacher's performance.**

Partnership Agreement

- **Mutual agreement** between the Instructional Coach and his/her client(s) that defines their working relationship
- Includes **parameters, scope, expectations, responsibilities, roles**, etc.
- Can be **renegotiated at any time**
- May be **written and signed**

Partnership Agreement -- Importance

- **Clarifies** roles and expectations
- **Avoids** confusion or surprises
- **Establishes** mutual agreements
- Others:

Partnership Agreement -- Topics for Principal (page 24-28)

- Roles and responsibilities
- Access to teachers
- Which teachers/grades/ departments/teams
- Boundaries of work
- Support and resources needed to be successful
- Ways to assess effectiveness

- Timelines
- Guidelines
- Expectations
- Deployment
- Confidentiality
- Communication/Reporting
- Procedures

Time and Resources

- Alignment to goals of program
- Common planning time for teams
- Distribution of support
- Substitute teacher allocation
- Coach professional learning
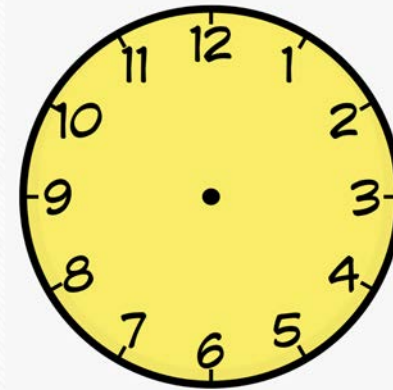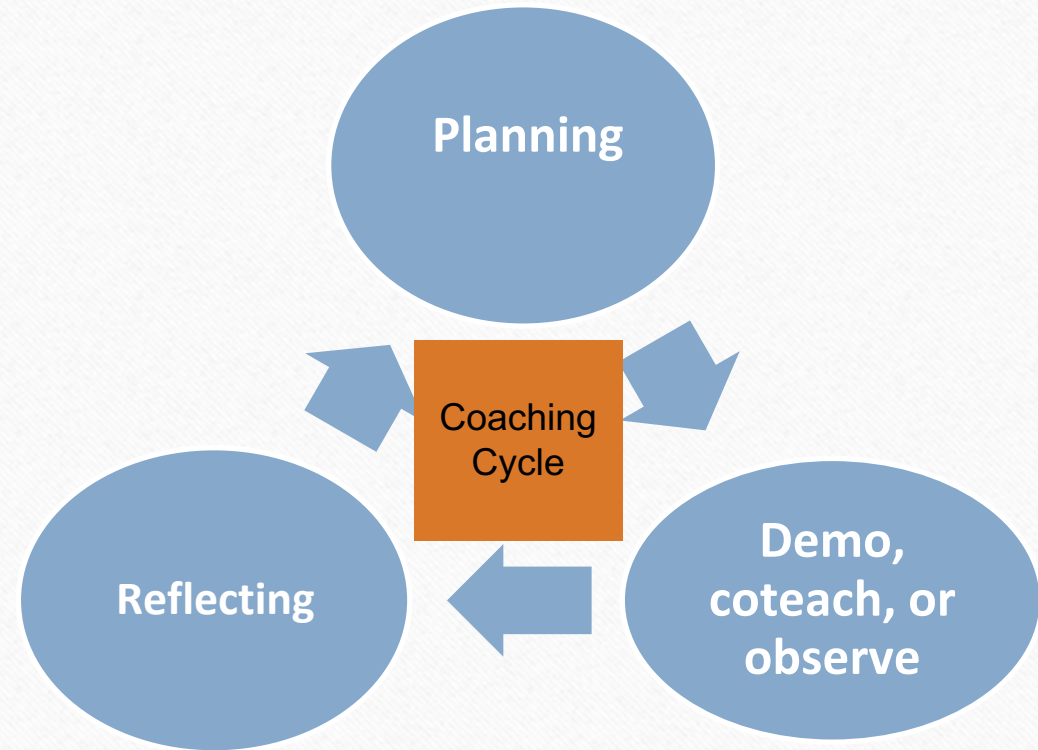
Teacher-Coach Relationship

Comparisons

- Compare the differences in topics for agreements with principals and agreements with teachers. (p. 24)

- Share your thoughts

Teacher-Coach Relationship

- Coaching Cycles (page 28-34)
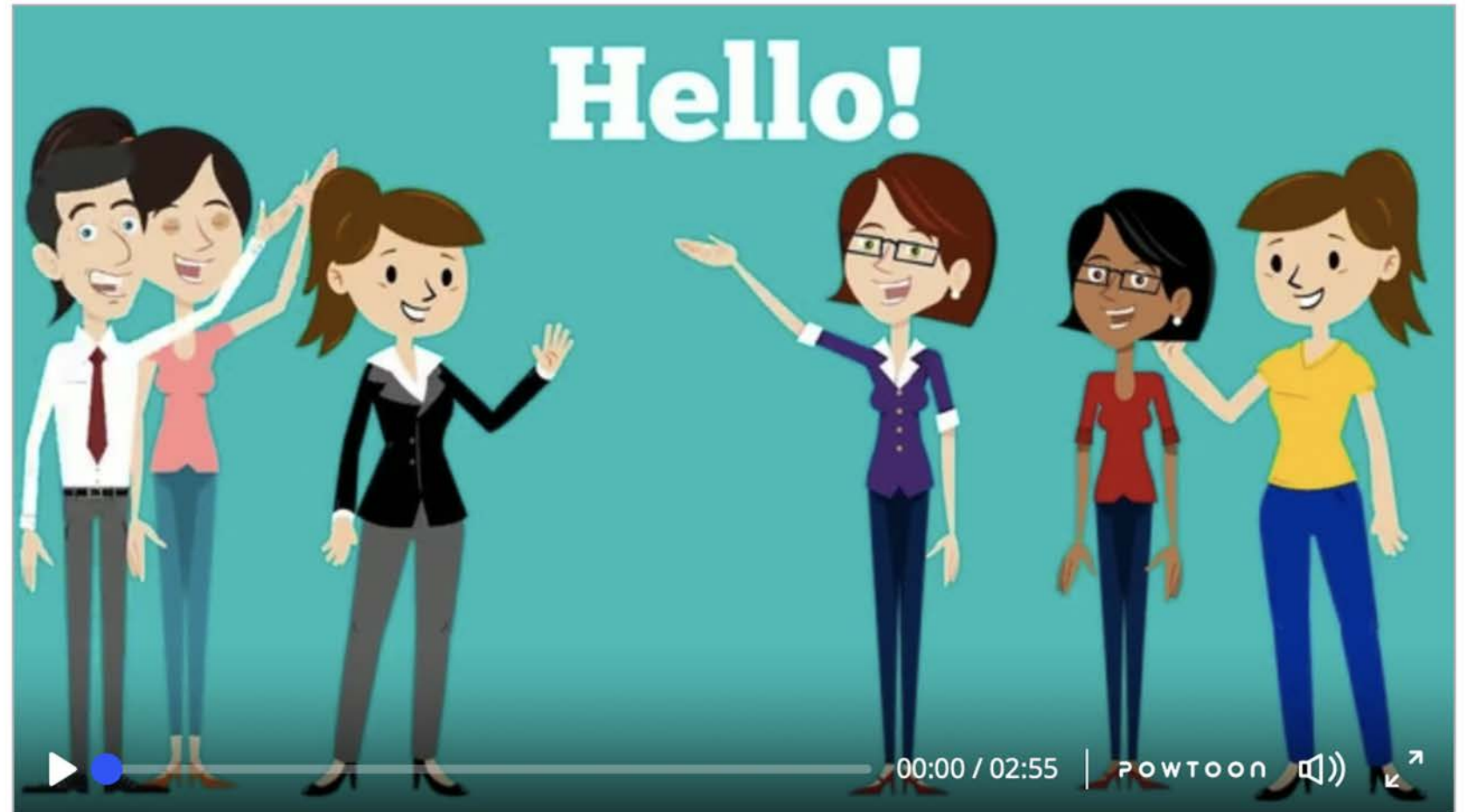
- Powtoon Clip

- Stances

Coaching Cycle Overview

Continuum of Coaching Interactions

MODEL   **CO-TEACH**   **REFLECT**

Dependence   **Interdependence**   **Independence**

Inform	Share	Mediate

New   Comfortable

p. 3

Closure

- What actions will you take to move your school or schools forward?
- Share your ideas.