Leadership and Coaching for Systems Change

Session 4 | 2019-20
Heidi Laabs
Kathy Myles
#LeadCoachSucceed

Norms for Our Time Together

- Respect everyone's time—begin/end on time
- Stay engaged
- Be kind
- Be solution oriented, positive, and open to new ideas
- Presume positive intentions
- Use technology to enhance learning
- Keep conversation student focused

Check-in/Join-up

If you were a weather report, what would you be today?

What, if anything, has become apparent since our last session?
Your Recent Coaching Session

• How did it go?
• How are your skills growing/improving?
• What is your greatest challenge?

Common Behaviors

• Talk too much
• Don’t inquire about feelings
• Allow interruptions
• Give too much advice, too soon
• Stay at the surface

Today’s Agenda

• Synchronizing Coaching Practice and Client Needs
• Roles and Activities of Instructional Coaches
• Powerful Questions
• Live Coaching Demo
• Reading Conversation – Four “A”s Text Protocol
• Systems Readiness for Coaching
• Wrap-up
Program Outcomes...

You will know and understand...

• The stages of individual skill development, and
• The differences between "coaching light" and "coaching heavy"

So that you will be able to...

• Differentiate coaching strategies and approaches in response to client needs and level of skill development in order to build staff capacity for adaptive change

Program Outcomes...

You will know and understand...

• The roles and activities of instructional coaches

So that you will be able to...

• Differentiate coaching strategies and approaches to build teachers' capacity to use your school's/district's non-negotiable instructional strategies with fidelity
• Assess the richness and effectiveness of your coaching program
• Achieve the goals, objectives, and outcomes of your coaching program

Program Outcomes...

You will know and understand...

• The use of Powerful Questions in coaching

So that you will be able to...

• Use questioning to clarify, deepen thinking, and invite diverse perspectives
The Mentoring – Coaching Continuum for Systems Change

Gordon’s Ladder of Skill Development (1974)

Client Needs/Coaching Strategies
Check Your Thinking...

What makes sense about this?

Instructional Coaching

- Professional developer
- Resource provider
- Modeling instructional & assessment practices
- Arrange & lead focused classroom observations
- Co-planning
- Data analysis
- Co-teaching
- Individuals or teams
- PLCs
Coaching Roles Jigsaw

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Collaborative Resource Management</td>
<td>1</td>
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<tr>
<td>4</td>
<td>Content Presentations</td>
<td>2</td>
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<tr>
<td>5</td>
<td>Focused Classroom Visits</td>
<td>3</td>
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<tr>
<td>6</td>
<td>Co-planning</td>
<td>4</td>
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<td>7</td>
<td>Study Groups</td>
<td>5</td>
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<tr>
<td>8</td>
<td>Demonstration Lessons</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Peer Coaching</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Co-teaching</td>
<td>8</td>
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</tbody>
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Coaching Roles/Activities Handout

- Describe/define the role that you read about.
- What are key points/tips to keep in mind when using this activity/role?
- At what stage of individual skill development or change implementation could this be used?
- Give an example of how you might use this in coaching toward achievement of your E-MLSS goal.

Coaching Roles

10 minutes – read assigned chapter
2-3 minutes per person – discuss what you read

- Describe/define the role
- Share key points/highlights
- Stage of Individual Skill Development
- Level of Change Implementation
- Example

At what stage/level could this role be used?
<table>
<thead>
<tr>
<th><strong>Coaches</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Roles, Responsibilities, and Reach</strong></td>
<td></td>
</tr>
<tr>
<td>• Data Coach</td>
<td>• Classroom Supporter</td>
</tr>
<tr>
<td>• Resource Provider</td>
<td>• Learning Facilitator</td>
</tr>
<tr>
<td>• Mentor</td>
<td>• School Leader</td>
</tr>
<tr>
<td>• Curriculum Specialist</td>
<td>• Catalyst for Change</td>
</tr>
<tr>
<td>• Instructional Specialist</td>
<td>• Learner</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Data Coach</strong></th>
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<tbody>
<tr>
<td>• Focuses on grade-level, team, and classroom data</td>
<td></td>
</tr>
<tr>
<td>• Makes instructional and curricular decisions</td>
<td></td>
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<tr>
<td>• Monitors instructional progress</td>
<td></td>
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<tr>
<td>• Creates a safe, blame-free environment for the ruthless analysis of data</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Resource Provider</strong></th>
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<tbody>
<tr>
<td>• Improves instruction by providing a variety of expanded resources for teachers’ use</td>
<td></td>
</tr>
<tr>
<td>• Assists teachers with materials, tools, and information to support classroom instruction</td>
<td></td>
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<tr>
<td>• Can help coach cross the “threshold” into classrooms</td>
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</table>
Mentor

- Critical friend
- Provides guidance and structure
- Encourages relationship building
- Focuses on teachers' strengths, while collaborating and creating a safe space to discuss common issues of concern

Curriculum Specialist

- Focuses on “what,” not “how”
- Non-negotiable content at universal level with fidelity
- Tier 2 and tier 3 interventions with fidelity
- Aligns balanced assessment system with curriculum
- May find it difficult to support all teachers in all content areas

Instructional Specialist

- Focuses on “how,” not “what”
- Full implementation of universal non-negotiable instructional practices with fidelity
- Must be highly skilled in identified instructional practices
Classroom Supporter

- Works inside the classroom with one or more teachers *while teaching and learning are occurring*
- Models, co-plans, co-teaches, observes, and gives feedback
- May be perceived as intrusive
- No teacher faces instructional challenges alone
- Incorporates many other roles

Learning Facilitator

- Resource provider, professional developer
- Starts with student achievement data, and determines teachers’ learning needs
- Collaborative and inclusive
- Work is grounded in school/district non-negotiable HQI, balanced assessment, and collaborative practices

School Leader

- Contributes to and supports the implementation of change through your RtI framework
- Facilitates teams and committees in partnership with all leaders
- Creates a community of learners and collaborative practices
- Walks a fine line between administration and teachers
Catalyst for Change

- Initiates change for continuous improvement
- Generates productive disequilibrium by challenging the status quo and asking hard questions
- Asks, “How satisfied are we with the level of student learning in our school?”

Learner

- Strives for continuous self-development
- Attends conferences and trainings, reads, networks, writes, and reflects
- Constantly revisits their own coaching vision

Balancing the Roles of a Coach

- Job descriptions and role expectations
- Goals of the coaching program
- Context – time of the year, stage of implementation, experience level
- Role of the principal
- School culture
“Coaching Heavy”
VS.
“Coaching Light”

Coaching Light

• Accepted, appreciated, and even liked by teachers
• Focused more on building and maintaining relationships than improved teaching and learning
• Provides resources and support, but avoids challenging conversations
• Valued, but not necessarily needed
• Key factor is coach’s intentions and the results of their work

Coaching Heavy

• Deep commitment to improved teaching and learning
• High-leverage services with the greatest potential for improved learning
• Works with all teachers, not just those who volunteer readily
• Works outside the comfort zone
• Productive disequilibrium
• Feels heavy
• Makes a difference
• Focused on goals, action plans, and vision
### Coaching Light vs. Coaching Heavy

<table>
<thead>
<tr>
<th>Coaching Light</th>
<th>Coaching Heavy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on teaching practice identified by teachers</td>
<td>Focus on student learning and use of specific practices</td>
</tr>
<tr>
<td>Feedback on teaching practices</td>
<td>Feedback on interaction between student engagement in learning performance, and achievement and teaching</td>
</tr>
<tr>
<td>Teacher self assessment based on perceptions or opinions</td>
<td>Data-driven assessments based on student data</td>
</tr>
<tr>
<td>Voluntary coaching</td>
<td>Expectation for all teachers to engage in coaching</td>
</tr>
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Reprising Coaching Heavy and Coaching Light - Joellen Killion

### How well are each of our students learning?  
How satisfied are we with our outcomes?  
How can we improve teaching so their learning improves?  
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Give One/Get One

What makes sense to you about the concept of Coaching Heavy vs. Coaching Light?

Where are you now in your coaching/leadership practice?

Where do you want to be? What will it take to get there?

Coaching Competencies

- Reflective Practice
- Change Facilitation
- Coaching Conversation Facilitation
- Communication Skills
- Relationship Development
- Knowledge Base Development

Coaching Competencies

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Contribution to Systems Transformation</th>
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</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>Lending strength to the system by coaching to capacity, leading the way</td>
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</table>

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What do you know about effective questions?

What are the most effective questions that you’ve used in your coaching sessions so far?

“Good” Questions

- Lead to clarity
- Allow for exploration and elaboration
- Lead to action
- Encourage possibility thinking
- Examine available resources
- Identify barriers
- Provide closure, completion, and continuity

The Language of Coaching

- Paraphrasing questions
- Clarifying questions
- Interpretive questions
- Mediational questions
- Coaching comments
Questions in the Coaching Format

• Getting started
• Goal setting
• The desired state vs. the current state
• What could you do?
• What will you do?

Powerful Questions

• Cause inquiry
• Lead to reflection and insight
• Provide access to new action
• Connect to vision and commitment
• Create resourcefulness
• Surface root causes
• Insure sustainability

Is It a Powerful Question?

• There’s a “grand pause”
• There’s a shift in perspective
• There’s a sudden insight
• There’s a release of tension
• “A-ha” moment
• It speaks to the client’s heart and vision, not just the issue
• It stops you (one or both) in your tracks
Sometimes comes from the heart or the gut, or your intuition

- Very bold
- Hard to ask
- Not common in daily conversation

Powerful Questions

Which Powerful Questions do you think you’d like to try out?

Story Listening

- Change vantage points – imagine the story/experience/situation from another’s point of view
- Imagine pivot points – consider what might have happened if they had done something differently or taken a different perspective
- Imagine lesson points – what have you learned from changing vantage points or considering pivot points

Tschannen-Moran and Tschannen-Moran
Key Points

• Great coaches tease out what the client(s) may be hiding or unable to see
• There must be strong rapport and trust between coach and client
• Listen for the unsaid
• Question what doesn’t feel right in your gut; use your intuition
• You must have the client’s full attention and be fully present

Facts vs. Interpretations

<table>
<thead>
<tr>
<th>FACT</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are true or false</td>
<td>Are not true or false</td>
</tr>
<tr>
<td>Are tied to an agreed upon standard</td>
<td>Are declarations of opinion</td>
</tr>
<tr>
<td>Reside outside the speaker; are known to others</td>
<td>Reside inside the speaker; are not known to others</td>
</tr>
<tr>
<td>Are backed by evidence/verifiable</td>
<td>Are not backed by evidence/verifiable</td>
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</tbody>
</table>

Fact vs. Interpretation?

• I shouldn’t have to teach kids good behavior
• According to his running record, Jon is making slow progress
• We can’t make room in our schedule for an intervention block
• My kids can’t handle balanced literacy
• The Daily 5 didn’t work for me
• Our ODR rate has declined since we started PBIS
Quick Write

Describe a scenario that you’ve had that relates to what we have learned/discussed/reflected on this morning...

Coaching Demonstration

• Script questions
• What did you notice?
• What questions did you like/might you use?
• What Powerful Questions were asked? How did you know?

Lunch Break!
Four “A”s Text Protocol

As a group:
Decide to discuss Chapter 6, 7, 9, or 10
Choose a facilitator, timekeeper, and reporter

Discuss:
What assumptions does the author of the text hold?
What do you agree with in the text?
What do you want to argue with in the text?
What parts of the text do you aspire to?

Deliberate Practice

• In your coaching triads:
  • hold 3 coaching sessions
  • 10 minutes each
  • During each session, the observer will script questions
  • Following each session:
    • review the scripted questions and give feedback
    • client to coach
    • observer to coach
    • coach reflection

  What did you notice? What did the coach do well?

School/District Systems for Leadership and Coaching

<table>
<thead>
<tr>
<th>Question</th>
<th>Scoring: 0 = Not in place</th>
<th>1 = Beginning</th>
<th>2 = Developing</th>
<th>3 = In place</th>
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<tbody>
<tr>
<td>Designated coach</td>
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<tr>
<td>Coach receives formal training</td>
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<tr>
<td>Teachers participate in coaching</td>
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<tr>
<td>Aligned with improvement goals</td>
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<tr>
<td>Incorporated into systematic plan for PD</td>
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<tr>
<td>Aligned with school vision for RT</td>
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<tr>
<td>Positive culture</td>
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<tr>
<td>School schedules aligned to support coaching</td>
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<tr>
<td>Benefits and challenges communicated to staff</td>
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<tr>
<td>Give job description</td>
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<tr>
<td>Structures in place for evaluating and supervising</td>
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Average Score
To Ensure Coaching Success...

- Make the goal(s) of your coaching program clear
- Give coaches the right work
- Train your coaches

Knight and Fullan, 2011

Leadership Components for an Equitable, Multi-Level System of Supports

District Leadership Team
School Leadership Team
Grade Level/ Course Team
Classroom

District Vision
School Vision
Grade Level/ Course Vision
Classroom Vision

District Non-Negotiables
School Non-Negotiables
Grade Level/ Course Non-Negotiables
Classroom Non-Negotiables

District Goals/ Action Plan
School Goals/ Action Plan
Grade Level/ Course Goals/ Action Plan
Classroom Goals/ Action Plan

Beloit Timeline

2008-2009 – Begin E-MLSS Implementation
2009-2010 – Instructional Coaching Training
2010-2011 – Implement E-MLSS for Literacy and PBIS
2011-2012 – Reorganization of elementary schools
2012-present – Implementation

https://www.youtube.com/watch?v=-KPfU4vyrsU&feature=youtu.be
Artifacts

- Beloit Literacy Statement
- Beloit Absolutes
- Beloit Coaching Statement

What is the coaching goal at your school/district?
What non-negotiables will be implemented with fidelity through coaching support?
What Beloit coaching model elements would you like to include in your model?
What is one next step for developing your coaching model?

Wrap-up, Assignment

Team
- Complete Table Tent

Individual
- Complete formative feedback if you have attended sessions 3 and 4
- Read chapters 11-15 in *The Art of Coaching*
- Hold 1-2 more coaching sessions
- Complete a "For Your Eyes Only" reflection for each session
Evaluation Completion

What makes this evaluation unique and special?

1) Used as both formative and summative data
2) Two types of questions for you to consider:
   • Questions related to this training's content and...
   • Questions related to your school's current knowledge and beliefs around implementing an equitable, multi-level system of supports

Formative Feedback on Sessions 3 & 4

Please take a few minutes to provide feedback. Your input is valuable in helping us determine the effectiveness of this training.

Complete this evaluation ONLY if you have attended days 3 and 4 of this training.

lead4.questionpro.com

Please note the rating scale:
Strongly Disagree/Disagree/Neutral/Agree/Strongly Agree