Coaches Inspiring Change During Difficult Times

Webinar
April 7, 2022

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.

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

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

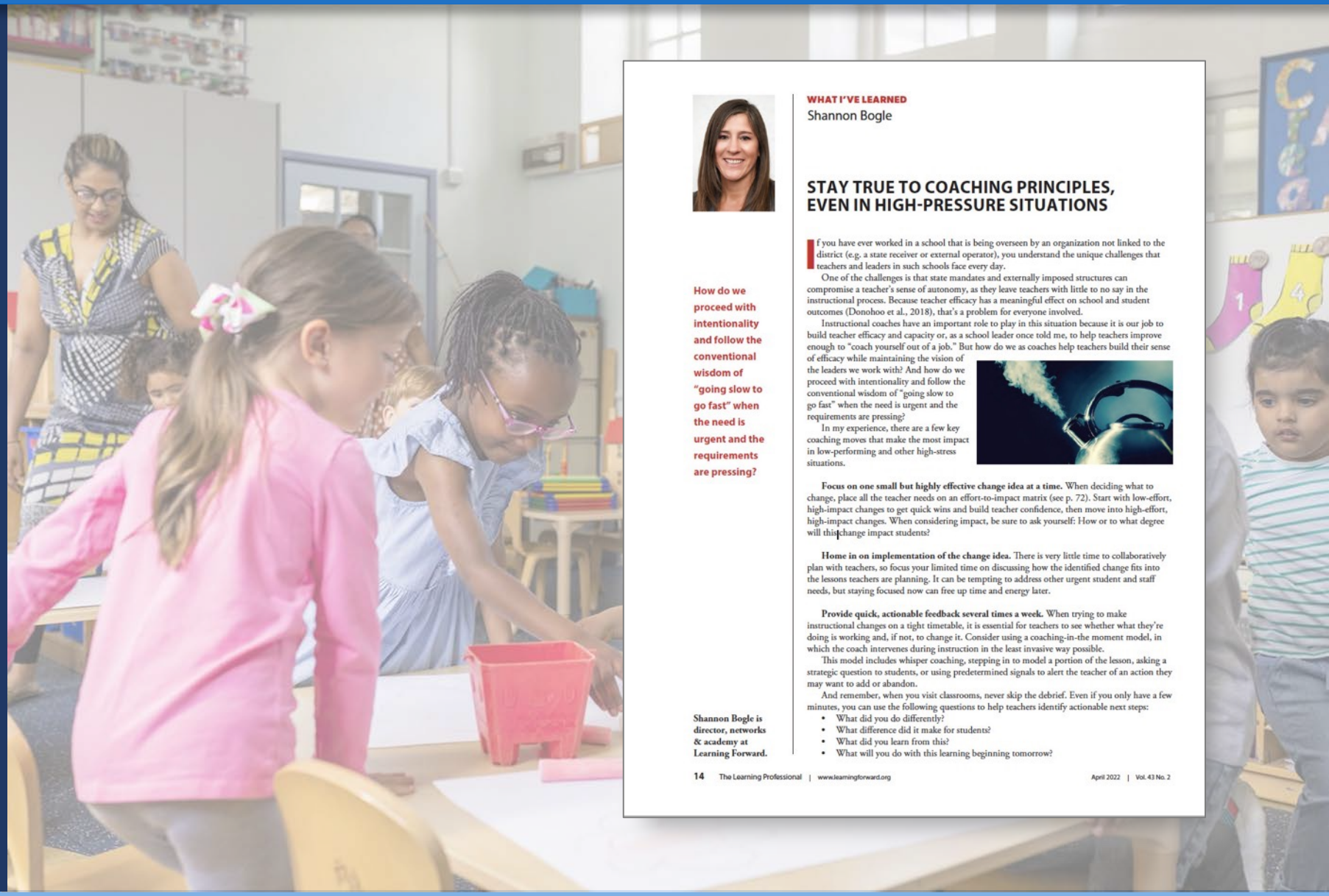
@learningforward

Teachers need coaches more than ever

Shannon Bogle

Director, Networks & Academy

Learning Forward



WHAT I'VE LEARNED

Shannon Bogle

STAY TRUE TO COACHING PRINCIPLES, EVEN IN HIGH-PRESSURE SITUATIONS

If you have ever worked in a school that is being overseen by an organization not linked to the district (e.g. a state receiver or external operator), you understand the unique challenges that teachers and leaders in such schools face every day.

One of the challenges is that state mandates and externally imposed structures can compromise a teacher's sense of autonomy, as they leave teachers with little to no say in the instructional process. Because teacher efficacy has a meaningful effect on school and student outcomes (Donohoo et al., 2018), that's a problem for everyone involved.

Instructional coaches have an important role to play in this situation because it is our job to build teacher efficacy and capacity or, as a school leader once told me, to help teachers improve enough to "coach yourself out of a job." But how do we as coaches help teachers build their sense of efficacy while maintaining the vision of the leaders we work with? And how do we proceed with intentionality and follow the conventional wisdom of "going slow to go fast" when the need is urgent and the requirements are pressing?

How do we proceed with intentionality and follow the conventional wisdom of "going slow to go fast" when the need is urgent and the requirements are pressing?

In my experience, there are a few key coaching moves that make the most impact in low-performing and other high-stress situations.

Focus on one small but highly effective change idea at a time. When deciding what to change, place all the teacher needs on an effort-to-impact matrix (see p. 72). Start with low-effort, high-impact changes to get quick wins and build teacher confidence, then move into high-effort, high-impact changes. When considering impact, be sure to ask yourself: How or to what degree will this change impact students?

Home in on implementation of the change idea. There is very little time to collaboratively plan with teachers, so focus your limited time on discussing how the identified change fits into the lessons teachers are planning. It can be tempting to address other urgent student and staff needs, but staying focused now can free up time and energy later.

Provide quick, actionable feedback several times a week. When trying to make instructional changes on a tight timetable, it is essential for teachers to see whether what they're doing is working and, if not, to change it. Consider using a coaching-in-the moment model, in which the coach intervenes during instruction in the least invasive way possible.

This model includes whisper coaching, stepping in to model a portion of the lesson, asking a strategic question to students, or using predetermined signals to alert the teacher of an action they may want to add or abandon.

And remember, when you visit classrooms, never skip the debrief. Even if you only have a few minutes, you can use the following questions to help teachers identify actionable next steps:

- What did you do differently?
- What difference did it make for students?
- What did you learn from this?
- What will you do with this learning beginning tomorrow?

Shannon Bogle is director, networks & academy at Learning Forward.

In the April issue of *The Learning Professional*

- Becoming a teacher again made me a better coach
- Strengths-based coaching supports teachers during COVID
- Coaches help us become better selves and better educators
- In professional learning for coaches, one size doesn't fit all
- Principals rediscover their joy and purpose through coaching
- Five guiding questions build a strategic approach to leadership coaching

Participants will …

- Explore coaching models that are effective during times of extreme stress and urgency
- Focus on coaching that builds resilience in teachers
- Build upon skills and strategies that allow teachers to feel positive impact and build their capacity and efficacy

Share your ideas

What are unique ways you **motivate** and **uplift** teachers during this very stressful time?

Panel discussion

Michelle Robellard

Director of Program and Partnerships

New Teacher Center

Baltimore, Charlotte-Mecklenberg, and Tulsa

Amanda Bellas

District Resource Teacher

Hillsborough County Public Schools Transformation Network

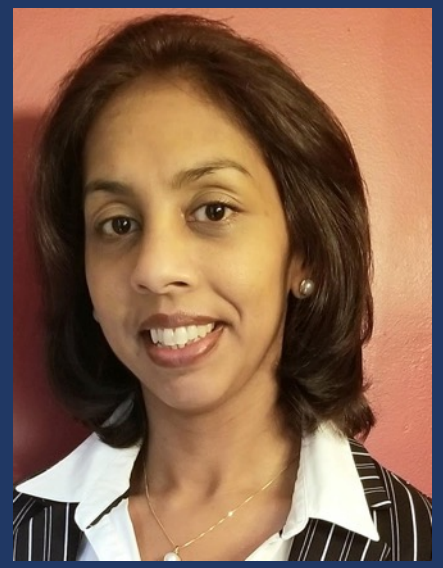
Tampa, FL

Ayana Etienne

Reading Coach

Sulphur Springs K–8

Tampa, FL



Nadira Singh

Professional Learning & Coaching Coordinator

Gwinnett County Public Schools

Suwanee, GA

Michelle Robellard, Director of Program and Partnerships, New Teacher Center

Key Coaching Moves During Challenging Times

Focus on one small, but impactful, change idea at a time

"What is one thing we can change and implement in the next lesson?"

"How or to what degree will this change impact students?"

Home in on implementation of the change idea

"What will this change idea look like in this lesson?" What is already present in the curriculum?"

"What changed from planning to implementation and why"

Provide quick, actionable feedback several times a week

"What did you do differently?"

"What difference did it make for students?"

"What did you learn from this?"

"What will you do with this learning beginning tomorrow?"

Share feedback from state and external walkthroughs with teachers

"How does the feedback connect to what we are already focused on?"

"Which of these action steps do you want to start with for the students in your classroom?"

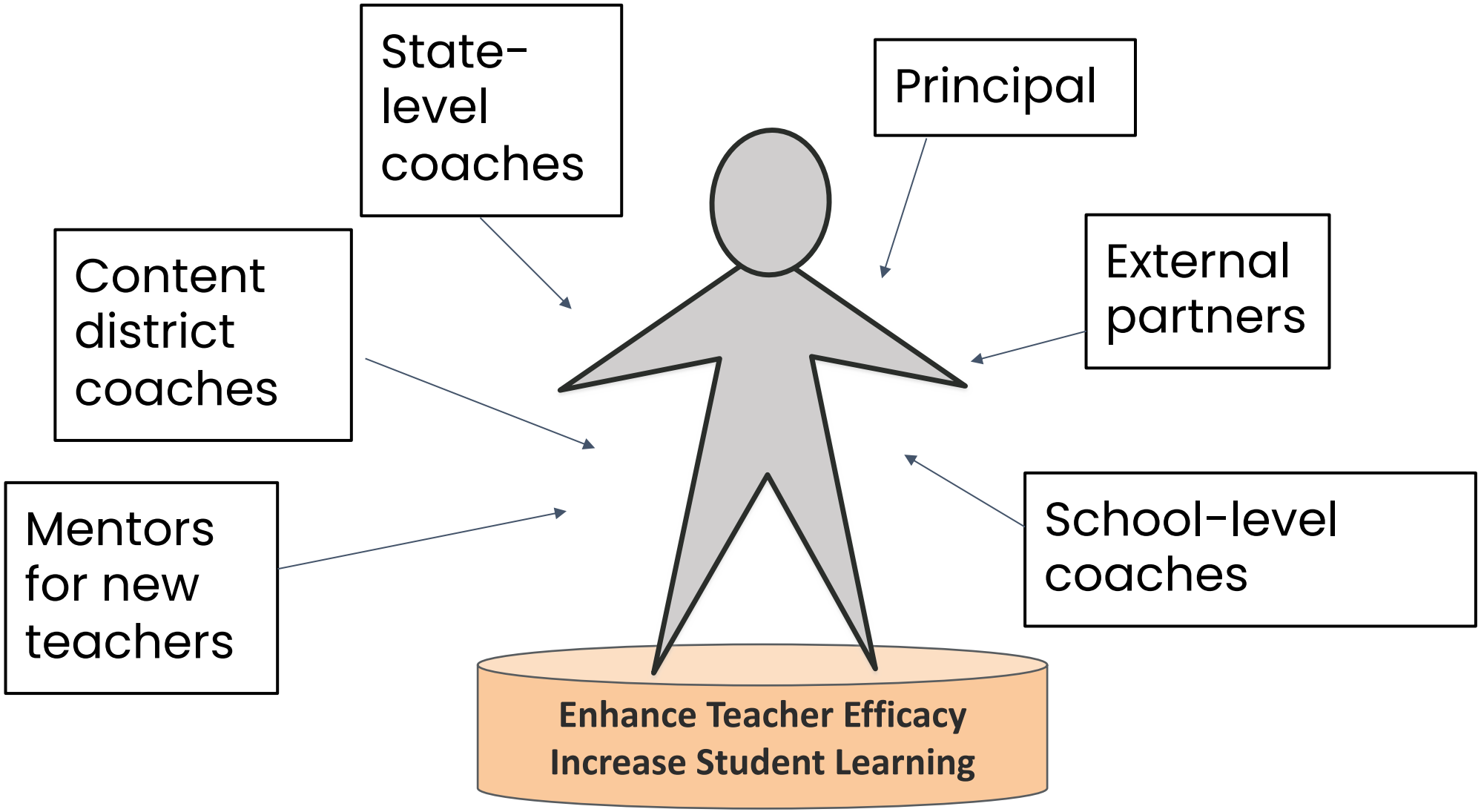
NEW TEACHER CENTER

Share feedback from state and external walkthroughs with teachers

- Communicate purpose of all walk-throughs to teachers
- Provide time for teachers and/or coaches to share context and any additional feedback that would be useful to collect
- When providing feedback, start with a strength-based approach
- If possible, have teachers included in debriefs and if not, set aside time to provide feedback and suggested action steps
- Support teacher with aligning feedback and next steps with the areas of focus they are already working on

NEW TEACHER CENTER

Align supportive feedback to teachers



Focus on one small, but impactful, change idea at a time

- Ask the question, “How or to what degree will this change impact students?”
- Start with low effort/high-impact changes to get quick wins and build teacher confidence
- Discuss how the identified change fits into the lessons teachers are planning and use that conversation to help focus observations and feedback

NEW TEACHER CENTER

Use district- or research-based frameworks

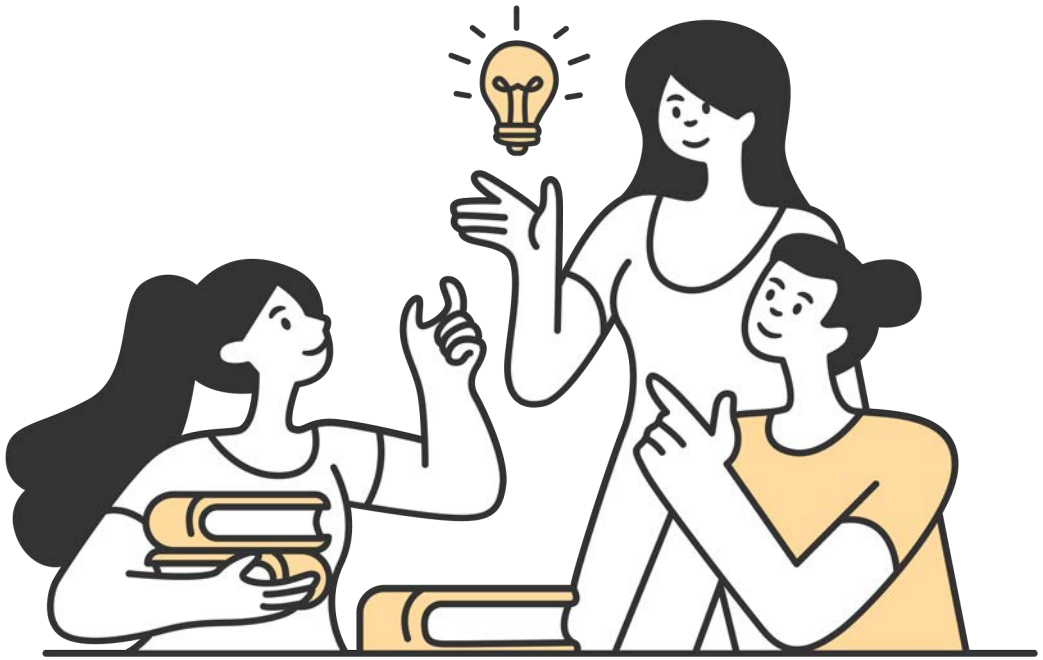
CORE ACTION 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

INDICATORS[6] / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands. ☐ NOT OBSERVED	4- Most questions and tasks attend to the qualitative features of the text to build understanding. 3- Many questions and tasks attend to the qualitative features of the text to build understanding. 2- Few questions and tasks attend to the qualitative features of the text to build understanding. 1- Questions and tasks do not attend to the qualitative features of the text to build understanding. N/A- There is no text present in the lesson.
B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g., drawing, writing, dramatic play, speaking). ☐ NOT OBSERVED	4- Most questions and tasks require students to cite evidence from the text. 3- Many questions and tasks require students to cite evidence from the text. 2- Few questions and tasks require students to cite evidence from the text. 1- Questions and tasks can be answered without evidence from the text. N/A- There is no text present in the lesson.

NEW TEACHER CENTER

QUICK WIN COACHING

Amanda Bellas,
Hillsborough County
School District



PRINCIPLES to FOLLOW

SMALL FOCUS, BIG IMPACT

- Bite-sized and targeted actionable steps
- Provide 1–2 action steps to practice

PLAN, PRACTICE, FOLLOW-UP

- Plan and practice the skills
- Follow up and repeat by observing the implementation and coaching the teacher

FOCUSED FEEDBACK

- Increase feedback frequency
- Create the culture — make it a habit
- Pick the moment for real-time feedback

WHAT

Instructional look-fors are the shared vision for excellent instruction. Keep in mind while planning.

HOW

Support in the classroom with a clear focus. Model an explicit yet simple strategy for the teacher.

FOCUSED FEEDBACK

- CULTURE

  Explain your purpose, ask for teachers' goals, make it a habit. Follow-up with teachers and support them in future attempts.

- MOMENT

  Look for a strategy to strengthen in the moment; (e.g. Clear success criteria, opportunities for student discourse).

- APPROACH

  Non-verbal or whisper coaching can allow the teacher to own the instructional delivery.

COACHING OPPORTUNITIES

PLANNING FISHBOWL

Coaches will facilitate an instructional planning session with teachers. Allow teachers to solve problems, write exemplars, and immerse themselves in the standards and practices.

PLC & DATA COLLABORATION

To build capacity, coaches can model data chats and then observe and provide feedback for teachers leading future sessions.

Data is not about adding more to your plate. Data is about making sure you have the right things on your plate.

PRINCIPAL PRINCIPLES

Student-Centered Coaching

Ayana Etienne

Reading Coach

Hillsborough County School District

Time Spent Coaching

Planning

Disaggregating Data

Data Professional Learning Communities (PLCs)

Professional Development

Coach-teacher-conferences

- Informal coaching conversations
- Debrief after lessons/implementation

Develop Focus for Planning

- Standards based
- Student centered / Student focused
  - Data
    - Informal data
      - Anecdotal records
      - Coaching cycle data
      - Classroom walkthrough trends
    - Formal data
      - Formative assessment data
      - Progress monitoring assessments

Implementation of Plans

TEACHER BUY-IN

STUDENT CENTERED

SPECIFIC FEEDBACK

Build teacher capacity & equity using an asset-based focus

- Using the data
- Equity — how do we choose text and topics?
- Putting students at the center is an equity practice — meeting the needs of students and planning for students
- No scripted programs

Foundational skills in the upper levels

Fill in the learning gaps

Meet students where they are through small-group lessons

Targeted small groups

Build in structures within whole-group lessons

- i.e. - Greek and Latin roots, prefixes, suffixes

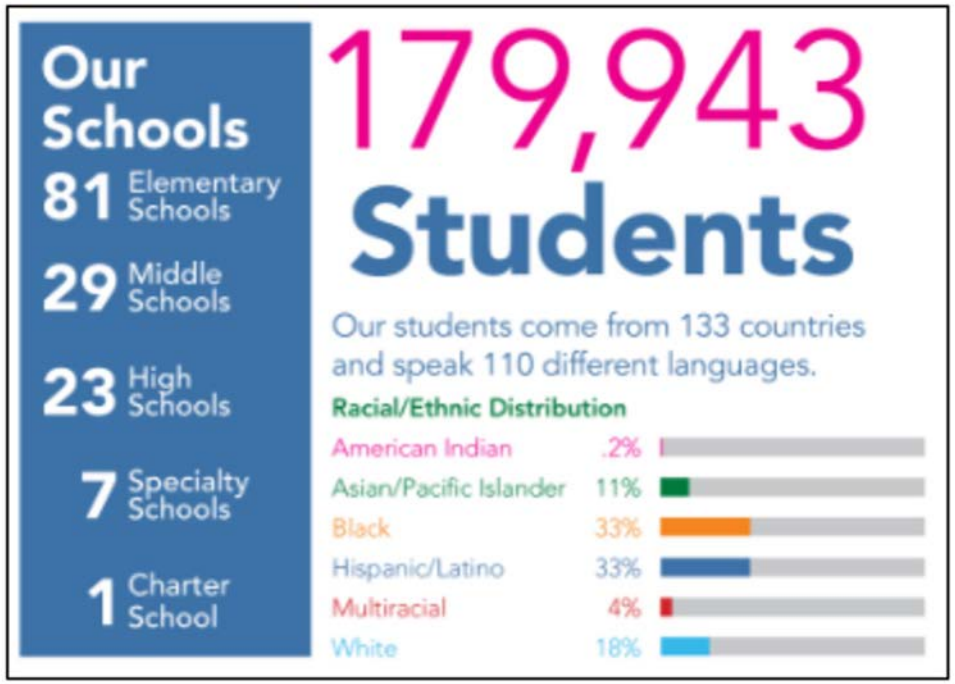
Embed equity into coaching conversations

- Woven throughout — becomes a seamless process
- Not a separate conversation:
  - Data chats
  - Planning
  - Small group instruction
  - Whole group instruction
  - Text selection

Nadira Singh, Professional Learning & Coaching Coordinator

Context of GCPS Coaching

GWINNETT COUNTY PUBLIC SCHOOLS



COACH ENDORSEMENT GWINNETT

COACH • REFLECT • TRANSFORM

Maximizing Coaching: Building Partnerships

- Develop strong partnership using partnership principles (Knight, 2017)
- Balance coaching light vs coaching heavy (Killion, 2008)
- Lay bricks of trust and actively listen (Aguilar, 2016)
- Promote “Humans First” mindset
  - Ensures psychological safety (Edmonson, 2018)
  - Empathy (Brown, 2018)

Maximizing Coaching: Roles of a Coach

TOOL 5.1

Coaching roles

ROLE	PURPOSE	EXAMPLE
Resource provider	To expand teachers' use of a variety of resources to improve instruction	Gathers information and/or resources (articles, materials, etc.) for teachers
Data coach	To ensure that student achievement data is used to drive decisions at the classroom and school level	Works with individuals or groups to facilitate conversations around data-driven instructional decisions
Curriculum specialist	To ensure implementation of the adopted curriculum	Helps teachers unpack required curriculum
Instructional specialist	To align instruction with curriculum to meet the needs of all students	Coaches teachers on methodologies and best practices that can be used to deliver content
Mentor	To increase the novice teacher's instructional skills and to support schoolwide induction activities	Works with novice teachers and at the induction level
Classroom supporter	To increase the quality and effectiveness of classroom instruction	Visits teacher's classroom to model, co-teach, or observe; conducts pre-and post-visit conferences with teacher to facilitate reflection
Learning facilitator	To design collaborative, job-embedded, standards-based professional learning	Assists with coordinating and planning effective school-level professional development

Three Models to Approaching Coaching

Facilitative	Dialogical	Directive
Coach does not share expertise	Coach shares expertise dialogically when appropriate	Coach's expertise is the focus of the coaching session
Teacher does most of the thinking	Coach and teacher think together	Coach does most of the thinking
Teacher-focused goal	Student-focused goal	Strategy-focused goal

INSTRUCTIONALCOACHING.COM

Killion, J. Bryan, C., Clifton H., (2020). *Coaching Matters*

Discussion and Questions

Let us hear from you

Please fill out our post-webinar survey

https://www.surveymonkey.com/r/KMQFBZB

Announcing . . .

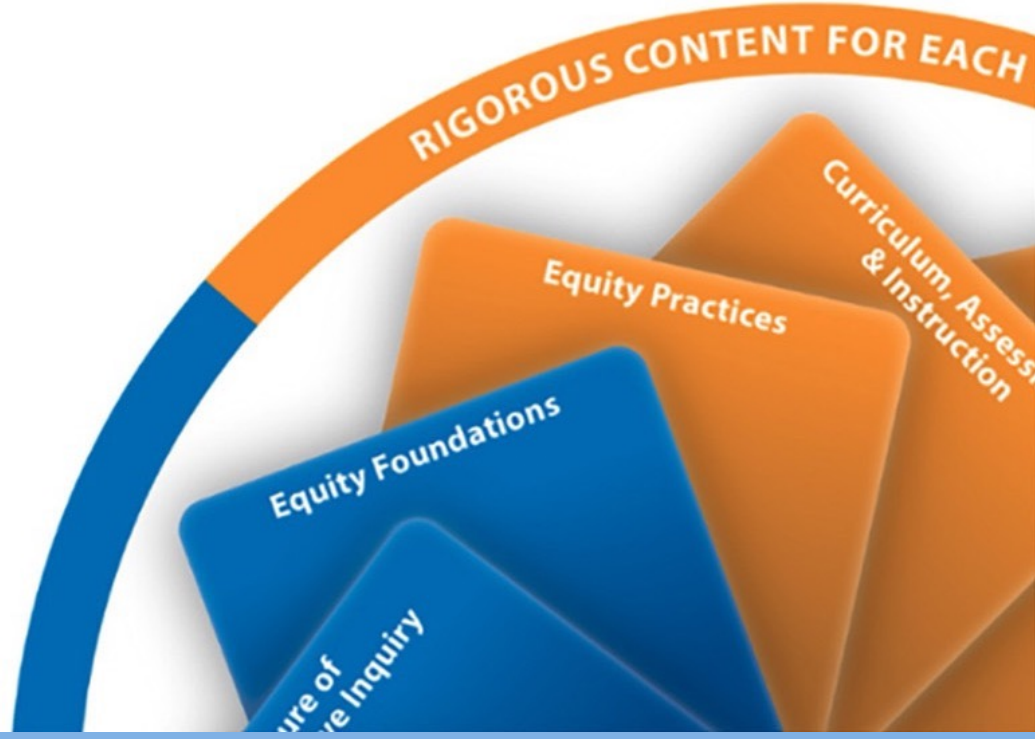
Revised

Standards for Professional Learning

KICKOFF WEEK

April 25 – 29

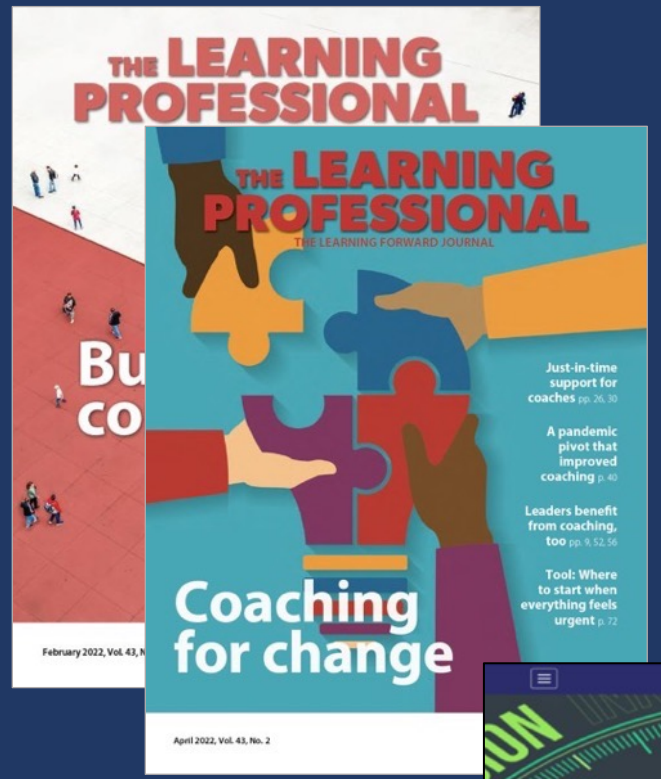
3 – 4 pm ET

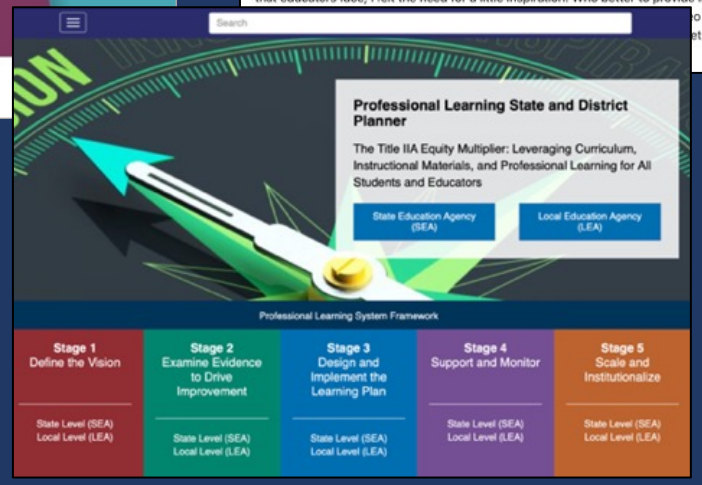


Online resources

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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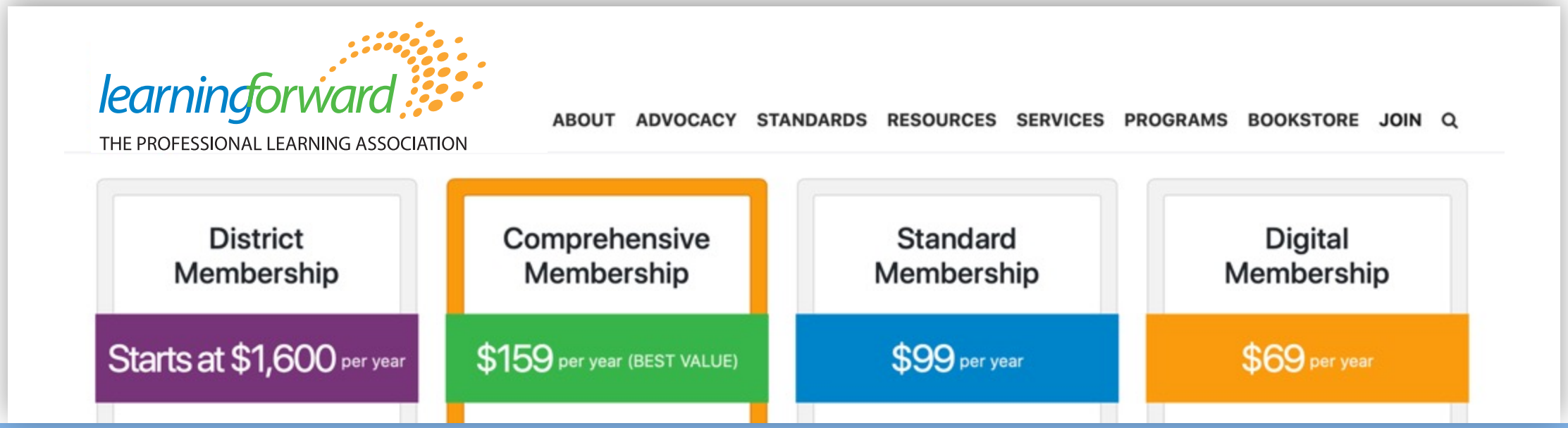

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