



Coaching Teachers Helps Schools Improve

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Macon-Piatt Regional Office of
Education 39
Summer 2022

Self-paced Training –How it works.....

1. Make sure you register at Macon Piatt ROE:
<https://www.maconpiattroe.org/> Click on the Sign up for PD Blue button, and fill out registration.
2. When you complete the training you will receive an email from me with feedback on your tasks. I will mark you as completed and an evaluation will come to your email. **Fill out the evaluation and within minutes you should get an email with the website to print off your hours. 4 hours for this training**
3. Participants will go through the power point, viewing each slide and videos. Deadline is Nov 15, 2022
4. **Tasks will be in RED and they need to be completed and sent to me. Pre/Post Test, too. Please send when training is completed.**
5. Slides 3 is an example of how to send the tasks.
6. Please contact me if you are having any trouble with the training.
prestonb@roe39.org

Put your answers in a WORD or PPT document. When you complete the entire training, send them to me as one document. I **cannot** open Google or One Drive here at the office. Thank you.

Example for task submission to me by email:

Your Name and Email: Barbara Preston

prestonb@roe39.org

Title of Training: Coaching Teachers

Task One- answer

Task Two- answer --etc.,

Send all completed tasks in one document or you can copy the task slide, answer it, and send it into a power point. Word document can be used too. No Google Docs or ONE DRIVE

****Remember that if links do not come up clicking on them, copy and paste them into your browser. They should come up that way.**

TASK ONE - PLEASE TAKE THIS TEST NOW AND AT THE END OF TRAINING

Send with your answers when you complete the training.

Pre/Post for Coaching Teachers

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

Copy the pre and post tests and send to me.

Pre/Post Coaching Teachers	Pre	Post
1. I understand that I can coach myself, as a teacher and administrator.		
2. I can know how to celebrate and reflect on the success or failure as an educator by making changes to the failure.		
3. I know how to analyze data and share it with others because it leads to better choices and better results.		
4. I recognize that my school has all different, unique learners and educators. My role is to differentiate so that when I coach, I reach them all.		
5. I can locate resources to support me in my efforts.		

Deep learning changes us in unmistakable ways. Deep learning can come from positive or negative experiences.



At its heart, coaching is about striving to become the best version of ourselves and being committed to continuous and measurable improvement. Think about the feeling you get when you gain a new skill and how motivating that is. That is the moment deep coaching is at its best—

“Real learning gets to the heart of what it means to be human. Through learning we recreate ourselves. Through learning we become able to do something we were never able to do. Through learning we perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.”

PETER SENGE

The Fifth Discipline: The Art and Practice of the Learning Organization, 1990

My Coaching Techniques That Work

My career as a teacher and consultant of 46 years:

- Taught 29 years in 5-9th grade.
- Two years of modeling in classrooms in my districts elementary preK-6th grade classrooms.
 - I modeled one hour in everyone's classroom every week. Reading and Writing.
 - Teachers received 32 Prof. Learning Hours if they stayed in the room.
 - Within the 1st year, test results increased 27% in writing.

Working as State Reading Coach in Illinois

- Trained teachers and coached the state reading coaches for six years.
- Four districts met their goals.

My own consulting as a school improvement coach the past sixteen years and working for Regional Offices.

- Many successful coaching experiences and observations that led to student improvement.

I have been trained by Fountas and Pinnell, Jan Richardson, Jim Knight, Cognitive Coaching, Lucy Calkins, Nancy Yates, Louisa Moats, Dufours PLC's- Richard Stiggins, Isabel Beck, Ruby Payne, Debbie Diller, John Hattie, David Sousa, Jerry Johns and many more. I am so blessed to have had that opportunity. All of these experts help me find a way that works. Hopefully, it will work for you. 6

This training.....

This training is for administrators or lead teachers who are supporting classroom teachers in becoming efficient and effective with instruction and building their expertise in using data and assessment for successful mastery.

Being a coach and building capacity for schools is a unique position.

1. A coach shows the team how to do it by modeling and supporting.
2. A coach provides feedback and support
3. A coach celebrates the team ability to perform and self-monitor.
4. The coach will follow-up by observing, progress monitoring, and reflecting.

<https://www.coachingforchange.com/pub10.html> ISBE references this resource
For effective questioning. Irene Leonard website

You must have a positive relationship with the teachers you coach.

Adapted from the 21st Century Educator:

Descriptive Feedback:

- Be candid
- Be specific
- Be timely
- Describe rather than evaluate
- Use the teachable moment.

Schools Reveal Their Culture through their Climate.

Parking Lot. Is it chain fenced and locked?

Entryway-What do you see?

Is it welcoming?

Is clean and attractive?

Is the office staff welcoming and do you feel acknowledged? Watch when someone else enters.

Is there respectful talk among adults and students?

What type of playground or outside area do they have?

Do teachers interact with students outside?

Do the hallways display student work and is this valued?

Books, where are they and can students access them?

Is there a Professional Library for teachers?

Is there a meeting place for adults to gather?

Is there a place for students to gather?

Can parents come to the school and get help and information on social services and mental health issues?

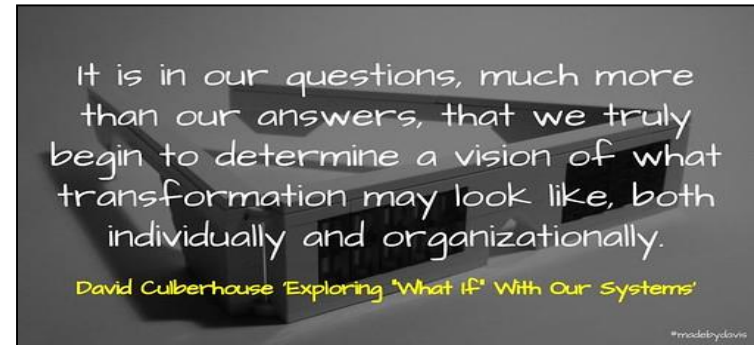
When you talk to people, students, or community and ask about the school, what do they say?



HOW WE FEEL INSIDE AND OUT OF OUR SCHOOL REFLECTS WHAT GOES ON INSIDE THE CLASSROOMS.

Classrooms Reveal their Climate within the Culture

1. How does the classroom feel?
2. How is it organized?
3. What are the routines?
4. What happens during transitions?
5. How much time is wasted?
6. Are students interested and attending to the task at hand?
7. Are there any distractions that keep students from engaging?
8. What do the teacher and students talk about?
9. What is the percentage to teacher talk vs. student talk?
10. Is the talk respectful?
11. How does the lesson begin and end? What happens in the middle?
12. Is the lesson organized with instruction modeling, class practice while teacher supports, partner practice with teacher support, and then authentic practice independently?
13. Gradual Release Concept Example in the link below:



<https://dpi.wi.gov/ela/instruction/framework>

Understanding School Culture

“Culture functions like gravity, no one can see it, but it keeps things in place.”

Like the rules of an elevator:



1. Don't talk
2. Face the door and keep your back to the wall
3. Look at the numbers

We come to act in regulated ways without really being aware of the regulations.

Coaches must change the climate that is not good for students...so a culture can be reinvented.

Task Two – Climate and Culture

Reflect on your own school?

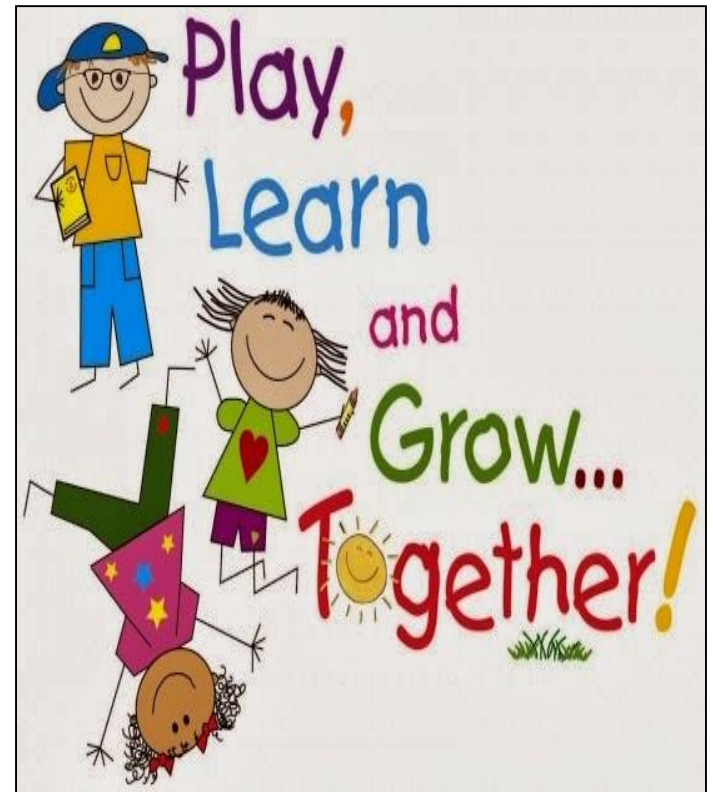
1.What is the culture? Is it a learning culture where students are at the focus or is it an adult culture where decisions are made by unions and adults?

2.What parts of the climate make your culture good or not so good?

Example: Our culture is about students and teachers here at the ROE. Our climate is service oriented and decisions are made by data and what teachers need to have for successful learning in their classrooms. Our climate makes this a culture of teamwork and communication and our personal views are kept personal and our educational expertise are at the forefront. Yes we have fun, however, our vision and our goals are for the betterment of student success being ready for a career or college. The team can feel in the atmosphere that the ROE is always finding ways to build team knowledge and share the knowledge through our work with schools. Reflection is key because this is an ongoing process. We invite change.

Task Three Climate/Culture Using the Previous Slides

- Why did I say that climate reveals the culture in a school?

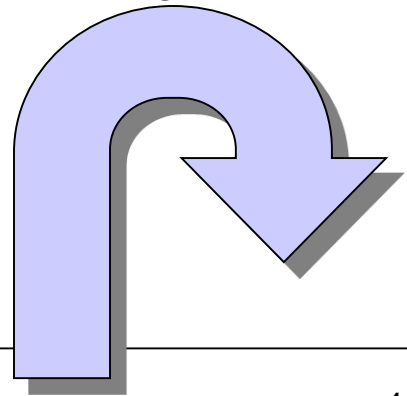


Change the culture by changing the conversation.

Be a language leader

Redirect conversations away from unhealthy topics by using **RESPONSIVE TURNS**. Kolb & Williams (2000)

1. Interrupt- “I am late, I have to go.”
2. Name- “If we keep talking about kids that are doing this or doing that, we will never come up with what we want them to do.”
3. Correct- Clarify a statement that is not true
4. Divert- “Speaking of _____, when does that start?”



School Leaders want to know:

1. What is it like here in this school?
2. How do people really feel about being here?
3. What really happens here most of the time?
4. How do adults, parents, students, and community work with one another here?

What does a Coach do FIRST?

- Make contact with Administration
- Analyze school data.
- Observe in all classrooms
- Use any form that you feel comfortable with as you observe.
 - My go to form is below:

Factual Observation What I see What I heard	Questions	Suggestions

After contact and data analysis:

I observe in all the classrooms:

- I only record what I see and hear, objectively. (previous slide)
- Then I take that information and begin to **ask questions about what I observed**.
- After setting the questions, I **give suggestions on what could be tried**. I try to **include research** in those suggestions. This eliminates any individual finger pointing because the 1st observation is the overall elementary or middle school or high school or the entire district.
- I put my **observation in a presentation** and together **we discuss the questions, talk about the suggestions**.
- I have the **teachers decide on what they feel the 3 most important areas are that we need to get extra training on or time to work together** to solve some of the questions.

The next slides:

Will show a **real observation from a district I observed.**

The form is what I used and it will show the questions and suggestions I made to the group after the observation.

Results:

- We did pick three areas to work on. Administration was present.
- After two weeks, the administration relayed that teachers were actually using the suggestions and the admin were seeing progress in the areas we identified.
- Students were making comments on topics in class and student engagement and student talk increased up to 50%
- Anchor charts were put up and used.
- Special education teachers will have time next year to plan with the regular education teachers so that they are used in a way student success can be increased. More differentiation will be applied in the planning of lessons.

Use the Question as a Discussion of the Observation

FORM

Observation
What I saw
What I heard

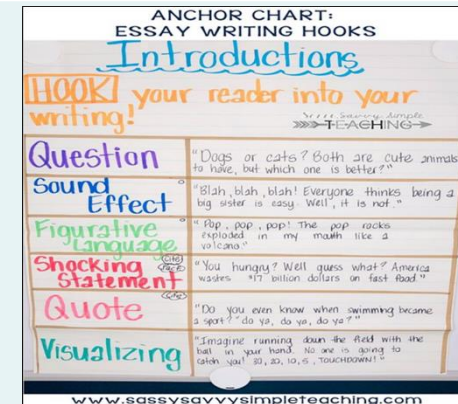
Question

Suggestions
Use it lose it.

Anchor charts were up in some rooms.

How often do you, as a teacher, refer to them so that students begin to use the clues in the room to complete a discussion or an assignment?

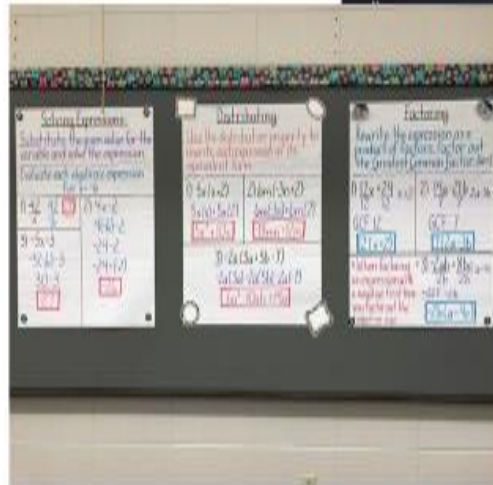
More Suggestions



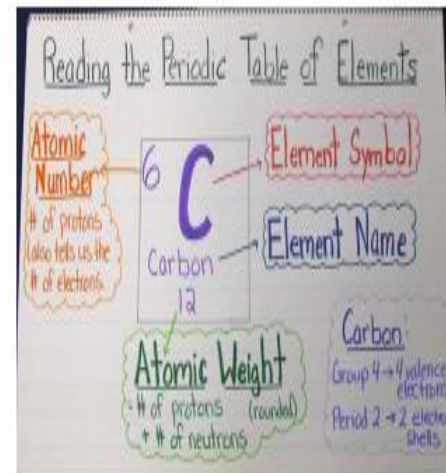
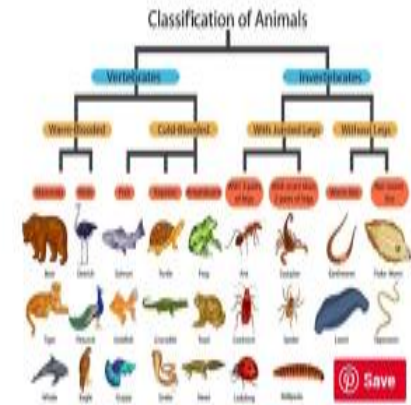
Seven Ways to Hook Your Reader	
BAIT	EXAMPLE
Dialogue	"Will they come back?" Tina whispered. She looked at her brother for an answer. "I don't know," Peter said. "I hope not." He dragged down from the attic window and fell onto a mattress lying in the corner. "But what if they do?" Tina asked. "What if they search the attic next time? Where will we hide?"
Action	Too late Jason saw it—the huge, gaping blackness blocking his path. He dug his heels into the soft ground and tried to stop his headlong flight. No good. The darkness engulfed him with one giant bite, and Jason found himself falling... falling... falling into a hole that seemed to have no end.
An Unusual Setting	The cave was dark and dripping wet from last night's high tide. Seaweed clung to the low ceiling, giving off a salty scent. A coals scuffled across the sand-covered floor, its claws and legs rustling. At the back of the cave, behind a massive outcropping covered with orange and lavender starfish, a half-rotten lifeboat waited. It wasn't just any lifeboat. This lifeboat had a story to tell—to anyone unlucky enough to discover its hiding place.
A Thought or Feeling	It all started with Zach—like I usually do. I mean, he's my best friend and all (and friends are hard to come by in the middle of outer space, so I'm not too particular), but sometimes he can be a real pain. He thinks because my father's the commander of the station, I can get access to all kinds of "off-limits" areas, but that's totally not true.
A Question	Now what do I do? I glanced at the tangle of wires, microchips, circuit boards, and pieces of metal lying in a heap on his worktable. Then he glanced at the clock. Two hours. Not enough time. Where am I going to tell Mr. Sandberg when he arrives?
Interesting Character	"You'd better not let Miss W. catch you slumbering." Julie jerked her head from the pillow and glanced up. Staring down at her was the face of a girl just about her own age, with green eyes and bright red, curly hair. It was dark up in two jagged slits stuck out from her head in wild tangles. A multitude of freckles covered her nose and round cheeks. The girl blew a huge bubble of gum, which she popped. Pink splattered her face. She grinned. "Hi Ashley. You the new arrival?"
A Sound Effect	Beep. Beep. Beep... Sawartha jerked awake. Her hand crashed down on the alarm clock. Beep. Beep. Beep... Another whack. Then silence. Sawartha looked at the clock: 3:54 a.m. Perfect, she thought. Then she snatched her cell phone from the nightstand and began dialing the number.

More Suggestions on Anchor Charts for all Contents

Anchor Charts Help Struggling Learners



Anchor Charts can Help Struggling Learners



Observation Form Examples Cont.

Observation What I saw What I heard	Question	Suggestion
<p>Teacher was asking students to start their essay with a “Hook”. The class was going to work on a “hook” for their opener.</p> <p>Students looked confused. No one was writing anything.</p> <p>Teacher wrote an example on the board. It was about his trip to a beach out of the US.</p> <p>This school was a rural school and many students had never left the town.</p>	<p>Question----Is the term “hook” used in all classrooms when writing? Do you use the same words for support and details, and call the end the conclusion or “the End”?</p> <p>Is there an anchor chart to show students how to start?</p> <p>Is the topic asked of students to write on, a topic that they have any background knowledge in?</p> <p>Has the teacher modeled HOOK sentences or read them from books and pointed them out as good and why?</p>	<p>Using the same common vocabulary across grade levels and contents, students have a better chance of succeeding in each classroom because they understand the vocabulary used.</p> <p>Teachers need to come to consensus on what words they will use for writing so that everyone understands what a Hook means or Introduction means – What words will you use?</p> <p>Using the words in the CCSS standards would be wise. Look at the rubrics they use for the different writing tasks for IAR tests and what is used in the CCSS at each grade level for writing.</p> <p>Even in Kindergarten CCSS uses the word topic, detail, narrate, etc.,. 3rd grade they use introduce the topic, reasons, linking words, concluding statement or section.</p> <p>Introduce a topic, facts, definition, concluding statement.</p> <p>Narratives introduce a topic, sequence events, describe actions and feelings, using temporal words (time words), provide a sense of closure. 20</p> <p>What should you use???? Discuss.</p>

Observation Form Examples Cont.

Observation What I saw What I heard	Question	Suggestion
<p>Classrooms are set up for Student Talk.</p> <p>90% teacher talk and 8% student talk in all classrooms.</p> <p>Average student talk was 1.8 min to 2 minutes This was students answering a question the teacher asked.</p>	<p>Question: Why is there not more student talk and discussion when classrooms are set up for it?</p>	<p>Research says 80-90% student talk and 10-20% teacher talk.</p> <p>Turning and talking for one or two minutes about the notes they are taking or a vocabulary word they just learned, or their thoughts on what they just read etc.,</p> <p>Turning and talking with an elbow partner or turn to the person in the row across from you is a brain friendly strategy.</p> <p>Come up with one signal that will let them know to finish their thoughts and come back to class. It might be hand signal or something else. Once it is used, the class gets quiet quickly.</p> <p>Practice it and it will become a routine.</p> <p>BRAIN FRIENDLY STRATEGIES TO KEEP STUDENTS MOTIVATED AND ENGAGED DURING CLASSTIME.</p> <p>Novelty</p> <p>Movement</p> <p>Choice</p> <p>Fun</p> <p>Safety</p>

Observation Form Examples Cont.

Observation What I saw What I heard	Question	Suggestion
In most classrooms, only one product was acceptable in classrooms for mastery.	Question: How many products do students get a choice of when showing mastery of a concept?	Suggestion is below. When asking for mastery products, think about differentiation and what type of learners you have in your classroom. Offering a visual, auditory, or tactile product could be a better way to show mastery instead of a worksheet or test.



Observation Form Examples Cont.

Observation What I saw What I heard	Question	Suggestion
<p>Students read silently in an independent book for 7-10 min.</p> <p>When time was up, nothing was discussed about the reading they had just done.</p> <p>The class moved into a new subject.</p>	<p>Do teachers use a comprehension rubric to assess if students understand what they read?</p> <p>Could teachers ask a question before going on to the next lesson: “We are going to discuss inherited traits. Did any of your readings today show inherited traits in the characters you read about?”</p>	<p>For student example: https://www.brycehedstrom.com/wp-content/uploads/Independent-Reading-Rubric-1.pdf may have to copy and paste into your browser.</p> <p>Students can build a rubric for themselves to use or a common one that all students use as they read.</p> <p>Some type of accountability should be used even if it is a journal entry or Turn and talk about what you just read to another student.</p> <p>Or a quick round the room prediction of what will happen next in their book.</p> <p>If you use what they are reading as a connection to the next lesson, teacher will be able to see if they understand the next concept.</p>

Observation Form Examples Cont.

Observation What I saw What I heard	Question	Suggestion
In keeping track of how many higher level questions were asked in my observation, out of 10 classrooms, only 4 higher order questions were asked.	How many inferential questions are asked compared to literal questions? Are questions planned?	Text Dependent Questions can be inferential. You can ask a literal question, but then ask where is the evidence to support your answer? What made you think that? More suggestions below.

In these questions, students must find evidence to support their answers.

- Cinderella left the ball at midnight. What would have happened if she would have stayed at the ball?
 - A student must know the literal part that was right there in the story and then take the information and go deeper into what Cinderella would have done when all the added fanfare disappeared and Cinderella was left with ragged clothes and animals running around her.
 - What would the prince and others think about her? What helps you predict the answer?
 - How would Cinderella feel? What makes you think she would feel that way? Provide evidence from the story.
 - How does Cinderella's experience compare to an experience you have had? Find where in the book that supported your answer.

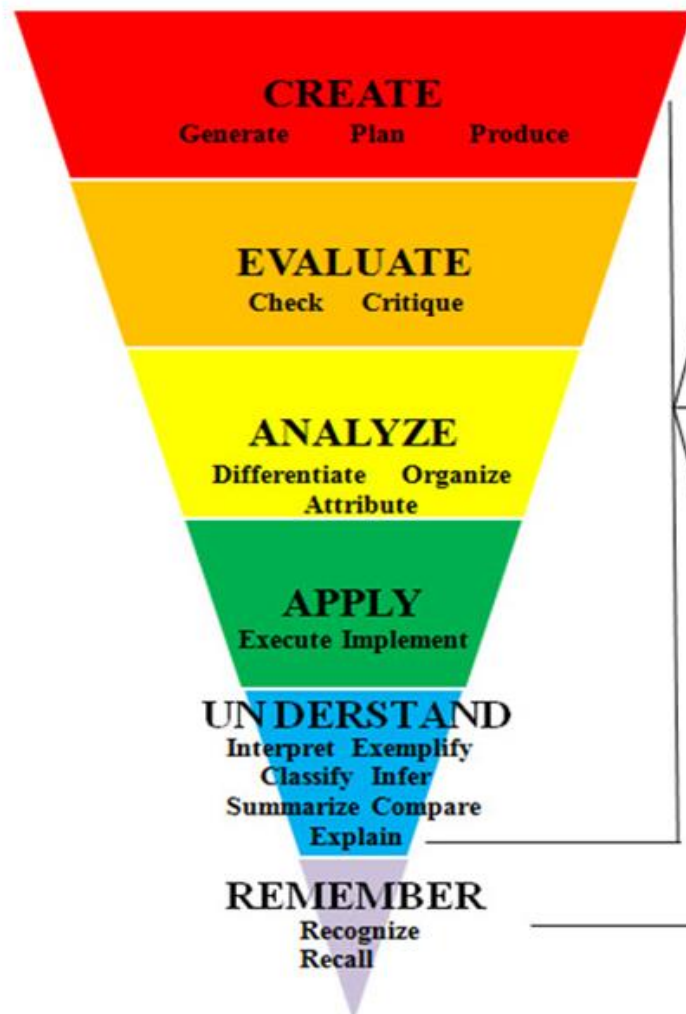
Just asking students a deeper question and let them talk for 1 min. to a partner about the answer, students become more engaged, more in the moment, and the experience of just talking or listening to another student is brain friendly. It increases the attention and thus makes it into the beginning of short-term memory.

Blooms and Webb's Depth of Knowledge can be very helpful in coming up with better questions. Webb's is used on the IAR test.

<https://treetopsecret.com/blooms-taxonomy-and-webbs-depth-of-knowledge-dok/> Video is included. Scroll to the video

Visual Suggestions on Higher Order Questioning.

BLOOMS for Instruction



DOK for Assessment

Level 4: Extended Reasoning
More than 1 answer is possible
Time is required to process the response
Applying information in a new context
Complex reasoning and planning
Multiple steps
Cross-curricular
Real-world connection
GENERALIZE



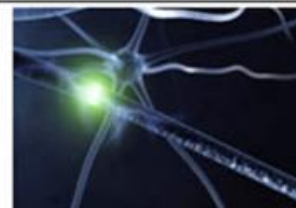
Level 3: Strategic Reasoning
More than 1 answer is possible
Applying information in a new context
Reasoning is necessary
Planning is involved
Complex thinking
Abstract thinking
Support provided to explain or defend response
CONCLUDE - PRESENT EVIDENCE - EXPLAIN
ARGUE A POSITION - JUSTIFY



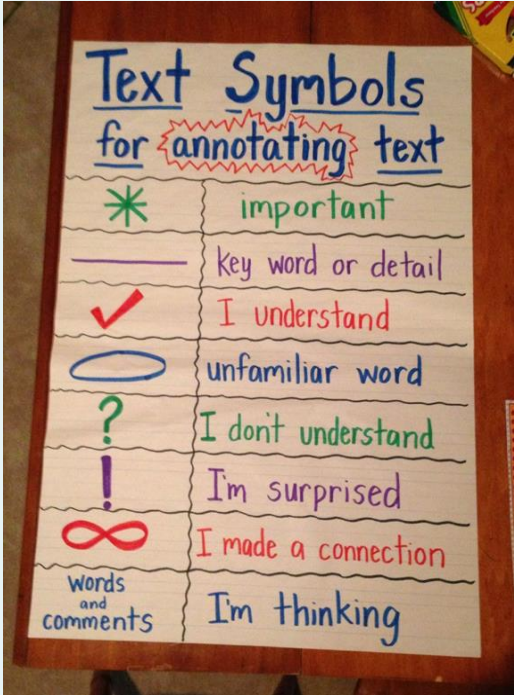
Level 2: Skill or Conceptual Understanding
1 right answer
Apply the skill or concept
Focus on relationships by comparing or cause-effect
Explain how or why
Make a decision - estimate
Interpret information
CLASSIFY - ORGANIZE - ESTIMATE - OBSERVE
EXPLAIN - DESCRIBE - INTERPRET - COLLECT
DISPLAY DATA - COMPARE DATA



Level 1: Recall
1 right answer
Definitions
Details
Facts
Routine
IDENTIFY - RECALL - RECOGNIZE - USE -
CALCULATE - MEASURE (describe, explain)



Observation Form Examples Cont.

Observation What I saw What I heard	Question	Suggestion
<p>Students were given a math word problem to do independently and then one student worked them at the board while the teacher prompted them with questions that help them understand the problem.</p>	<p>Question: Why not use annotation in ELA and Math-the same ones.</p> 	<p>Struggling students in math need help with word problems. Bring one student up to the board. All students read the problem.</p> <p>Then the one student circles the important words in the word problem while the students are reading it. What this does, it increases student involvement and awakens the brain just by the choral read and the students knowing they may be next to circle the important words pay attention.</p> <p>Then let them do problems together at their desks after the teacher shows several examples.</p> <p>https://www.edutopia.org/article/game-changing-practice-fuses-math-and-literacy 1 min video on students using a 3 read strategy that can be used in any grade level.</p> <p>Could be as simple as: Underline the main problem. Circle the details and number them 1-? Summarize what the question is asking.</p>

Next 4 slides-Please read- Factual events from me

- These are questions that I still had after I observed classrooms.
- I felt that what I shared in the presentation of the observation was enough for them at our first meeting and the other questions could be talked about the second semester.
- I wanted to share the slides because the suggestions might help with your school.

If a school is using something everyday at the beginning of class-use it for building background knowledge-Connect it to previous learning.

My Question: Why is the CNN News Video not used for a discussion or writing?

Video CNN news of the day- Students watched. Teacher made comments about one of the news items. Then went on with handing out end of the week papers.

- **The video was current and informative.** It is the **type of video that might be on the IAR test.** It could have been **used in their informational writing that day** or it could be **a collaborative viewing and discussion.** The **brain needs to talk about what it is learning** in order for the memory to start working.

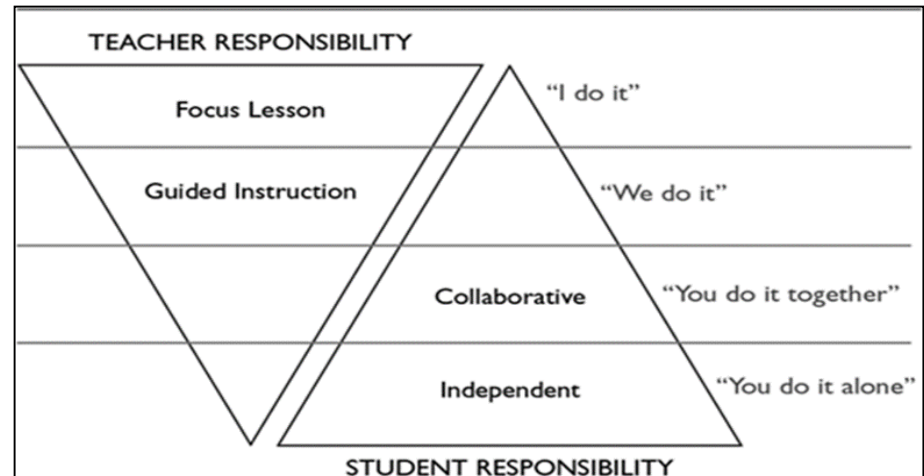
Ex.. How to use the Video in Class Middle School or High School

- The video was about the kidnapping in Haiti. It was a perfect time for **student collaboration.** Have them **watch the video in a group of four.** Each person **writes down a word or two they would like to know more about.**
- This video had GANGS, KIDNAPPING, RANSOM, and showed the environment of Haiti.
- **Chrome books could have been out and they could look up where Haiti is located.**
- Then have a short question to discuss that the teacher gives to them. **From looking at the video on Haiti, what were your impressions seeing the streets and hearing about the gangs?** Let them discuss 2 min. **One person share out their group thoughts.**
- In 5 min. they have talked to each other about a common thing and they have seen where this kidnapping happened. **They could compare their city or town, in particular (because that is what they know) to the streets of Haiti.**
- At the **end of a week of CNN videos,** students could put their **words on a white board and sit with a partner and use chrome books to look them up and talk about them.** Then in the room **keep a running chart of new words they chose to look up and discuss.** These could then be used in their writing or research projects.

Question: Why not extend a game into a partner/group activity.

Before a test, let students do a 2 min review with a partner or after a game like SPARKLE SPELLING, any word they missed would be discussed with a partner.

- Then take the test and see if scores improve.



The Collaborative Part is Missing in Classrooms.

Teacher usually is doing it and then students do it with the teacher.

Then teachers go right to the YOU DO IT ALONE. *Students that struggle need the middle collaborative piece and that is the time a teacher can formatively assess if students got the gist of what they are learning.*

Question:

How can you use the area in the room so students can be working after teacher models a concept?

Math:

- Put different problems with the same objective on **index cards**. Put students into **partners or groups and have them solve the problems**. Choose **one partner to share to the whole group** how they got the answer (either at the white board or chalkboard) This becomes a **formative assessment for the teacher** and can actually group students for the next day review.
- **Use the boards in your room**. Put problems at the top of the board spread out for different partners to work at the boards. Students work together to solve the problem. The problem and their work are right in front of them. They step aside and explain how they got their answer. Teacher can then see if student are getting the “gist” quickly and will know what to give attention to in their next class time.

The partner work will help students think through problems as they practice so when they are doing something on their own, they have the experience of two brains working it out than just theirs.

Question: Do you cross contents when planning assignments?

Science

- Have partners discuss the topic of the day's lesson before showing a video or getting into a lesson. What is our ecosystem? 3 minutes to share or draw what they think before they watch the video.
- Extra Adults in the room could actually be in the 3 min. discussion to decide if students are getting the gist of the class. **Use the Teacher Asst. and Special Education person for this**
- Then maybe give them the worksheet (if you have one) **to fill out during the video.**

This could have been a writing assignment in English Class about the ecosystem we live in as humans. ELA teachers would grade for grammar, word use, organization etc., and Science teacher would grade for content.

Question: How much planning time do teachers get for co-teaching?

Planning leads to success.

Suggestion

Without time to plan with the regular education teachers, special education teachers are limited to how they can support students. In order to differentiate for the IEP students or Gifted students, co planning time is needed.

In several rooms:

If students were grouped with one of the three adults in the room, they could actually teach the lesson in another way than the regular ed teacher is teaching in her group.

- In an ecosystem lesson I observed, the reg. ed teacher used a great video for students to view. However, some students could have been overwhelmed with the amount of information in 15 minutes.
- A special ed teacher could have taken a group of students and watched the video in another area and supported them by stopping the video and explaining the root words and affixes of biotic and abiotic. The worksheet that was given to the students could have been done in partners or during the video by stopping it in places to let students fill it out.
- Or the worksheet could have been like a pretest to see if students knew anything about the lesson. This is a formative type of assessment and it helps you be able to group students by their level of background knowledge. Then the special ed teachers could take the students and build more background knowledge for that lesson.

After the Observation and Discussion

- Teams can be formed by grade level, cross grade level, or by what needs to be improved. Volunteer or assigned????
- Administration and district need to figure out how to find time or money to have these teams work and have success.



Task Four

1. Looking back at the sample observations I did in one school, do you think that these examples happen in many schools?
2. What three would you pick to work on?
3. Why did you choose these three?

Coaching may involve meetings

Pre-meeting with contact first.

- **Team contact** information for communication
- Review **team meeting protocol**- Team should be setting the protocol for norms and have time to meet.
- A team **lead teacher should be selected**.
- Collaborate with a team lead to create initial **agenda and list the team improvement targets**
- Decide **who will** create and copy the agenda and send it out, **who will** record minutes, **how the lead will change** meeting to meeting?
- Is there any **protocol** for team meetings? (required logs or certain technology)
- **Design a first meeting that results in building relationships and team bonding.**
- **Send reminders** for the meeting **with a quote that you use at the beginning of the meeting.**

An example Meeting Agenda

Meeting Agenda

Date:

Time:

Facilitator

Recorder

Team Members

What

Who

Notes

Times

Group Norms:
Roles:

Outcomes

- 1.
- 2.

Agenda Items

Next Steps

**Reflection on the
meeting**

Next Meeting Date

Make a Timeline for Coaching

August	September	October
November	December	January
February	March	April

You might want to do:

Coaching Cycles with Smaller Groups of Teachers

<https://us.corwin.com/en-us/nam/coaching-cycle-what-does-it-look-like> video on this site.

Small Group Coaching Cycles:

- Involve a small group of teachers who are focused on a shared set of goals for student learning
- Consist of ongoing conversations on a specific area of focus for approximately 3-6 weeks
- Focus on a goal for student learning that comes from either formal or informal student data
- Are led by a coach and involve a variety of professional development activities

One-On-One Coaching Cycles:

- Involve in-depth work with a teacher or pair of teachers, lasting approximately 6-9 weeks
- Include a weekly planning session (30-50 minutes) and 1-3 times per week in the classroom for co-teaching, modeling, or observation
- Focus on a goal for student learning that comes from either formal or informal student data

Task Five

Use the next slide to answer this task.

1. Look at both websites listed.
2. Decide on one you like.
3. Give me a list of norms that you would find helpful for a team.
4. Tell me why you think these norms are the best ones that you could use.

Task Five - Norms-How to Set Them

<https://www.weareteachers.com/respectful-school-staff-meeting-norms/>

<https://www.ascd.org/el/articles/the-power-of-team-norms>

Copy and Paste this hyperlink into your browser to view it if it does not come up.

Time

- When do we meet and time.
- Begin & End on time.

Listening

- How to limit interruptions and how to really listen. Respect

Confidentiality

- Will the meetings be open?
- Will what we say in the meeting be held in confidence?
- What can be said after the meeting

Decision Making

- How will we make decisions?
- Are we an advisory or a decision-making body?
- Will we reach decisions by consensus?
- How will we deal with conflicts?

Participation

- How will we encourage everyone's participation?
- Will we have an attendance policy?

Expectations

- What do we expect from members?
- Are there requirements for participation?

Copy and Paste this hyperlink into

Respect our commitment to make meetings productive.

Respect everyone's schedule by starting and ending on time.

Respect the work of the meeting by coming prepared and sticking to the purpose.

Respect each other as human beings by asking for clarification and not making assumptions.

Respect yourself by behaving in a way you'll be proud of when you leave the meeting.

Constructivist Principles of Teaching and Coaching

<https://www.thirteen.org/> Click on Education at the top.

1. Encourage active participation
2. Organize small group discussions around common concerns
3. Introduce new concepts in context
4. Create a safe environment
5. Develop teachers' conceptual knowledge through conversation around shared experiences.
6. Provide opportunities for teachers to use what they know to construct new knowledge
7. Look for shifts in teachers' understanding over time
8. Provide additional experience for teachers who have not yet developed needed **conceptual understanding.**

Let's Talk about Conceptual Knowledge

- Learners **must be able to make sense** of new knowledge and know why it is important to do it.
- They must **construct meaning** for themselves by listening to others' experiences about shared experiences.
- **Listening** develops independent and collective rationales and ideas about the impact of specific shifts of the whole group understanding.
- Ground this with **student work as evidence** to stimulate further investigation and know why data is being used.
- Observe a **clear demonstration by an expert** to bring interest into the new way of thinking.
- **Discuss the demonstration** and reasons for what the expert did.
- **Ask questions** about it.
- Try out what the expert demonstrated for themselves by **videotaping and then analyzing** the tape for strengths and weak areas.
- **Pick a part of the tape to watch with the expert.**

What am I talking about?

- **Conceptual knowledge** is the result of a student successfully acquiring conceptual understanding. Textbook, memorizing terms, videos on the subject, discussions, procedures etc.,.
- **Procedural knowledge** is the result of successfully learning a procedure and then trying it out (applying what you know) solving problems, testing theories, experimenting with the conceptual knowledge learned.

https://www.youtube.com/watch?v=_HztiUihWSk
short video on the difference if you need it.

Task Six- What do you need to make this all work?

Pick 5 of these needs that are the most important and order them in their importance. 1-5

1. **Trust** for collaboration and safety to take risks.
2. **Admin** become a part of the collaboration not an evaluator.
3. **Parents** become partners
4. **Shared responsibility** and shared celebration of accomplishment
5. **Time**
6. A **shared vocabulary and understanding** of this being best for students.
7. **Diversity** in members and their viewpoints
8. **Focus on data**
9. **Identify the problem, use student data** to frame it.
10. **Create a vision** of what is possible.

Observing General Teaching

Materials –organized and ready

Organization of the day

Time

Pace

Intensity-active teaching

Feedback/Praise

Interaction

Engagement

Enthusiasm

Rapport



Analysis of Mini Lesson for Students or Coaches

	Use clear and explicit language and demo	Connect to Student's Current Knowledge and Curriculum	Engage Students in Inquiry
Statement of Content/learning	Select Single Learning 1 or 2 sentences Write on chart of board	What do students need to know next and how does it fit into what they already know	Pre-assess students with an interesting HOOK. Video, question, quote, pretest, discussion
Specific Points for the Learning	Examples or a demo and make it understandable	Examples students will relate to, students share examples, write them down.	Using Blooms or Webb's Depth of Knowledge or a video or audio of their work
Discussion	Partner or Group students or Let them Choose-Then model what you want them to do-Accountable Talk	Connect the content to what you learned and need to practice CCSS connection	SEL connection where students feel safe to inquire and take risks Find evidence that supports the inquiry by listening in
Summary	Show them how to summarize, practice it	Use summaries throughout the practice	Let them do different products for the summary-Exit ticket, symbol, bumper sticker etc.,.
Application	Use what they know without your guidance or work with someone	No frontloading-Ask students to work with a partner and discuss connections.	Allow students to try an argument paragraph with evidence to support their claim or do a debate
Sharing and Discussing	Reflection with students How did it go? What problems existed?	Have students work with a partner to examine each other's connections they made.	Come up with some solid ideas for the next time they try this. Put them into anchor charts for student use.

The site below has some great information that could be used too.

46

<https://justaskpublications.com/just-ask-resource-center/e-newsletters/msca/planning-and-teaching-mini-lessons/>

Common Goals Everyone Abides By

Goals might be:

1. Every child will become a reader and a writer- **How will we reach this?**
2. Every teacher will become more effective, more efficient, and an expert. **What training is needed?**
3. All will work as a Professional Learning Community –Sharing, Negotiating, Collaborating on Solving Problems, and most of all work as a team. **How do teams work?**

Spiral Learning

Coaching can have **default KEY STEPS** in Learning-Use this when a new procedure is presented .

1. Provide **clear demonstrations** of a new procedure with the **rationales for doing this**.
2. **Teachers try them** out and **coaches help** them organize and implement what is necessary.
3. **Observe student behavior as evidence of learning**. This is crucial that teachers **refine the interplay between teaching decisions and student learning**.
4. Finally, this all comes together with an expert teacher and **becomes automatic**, unless the teacher is put into another grade level or content. Slow after that.

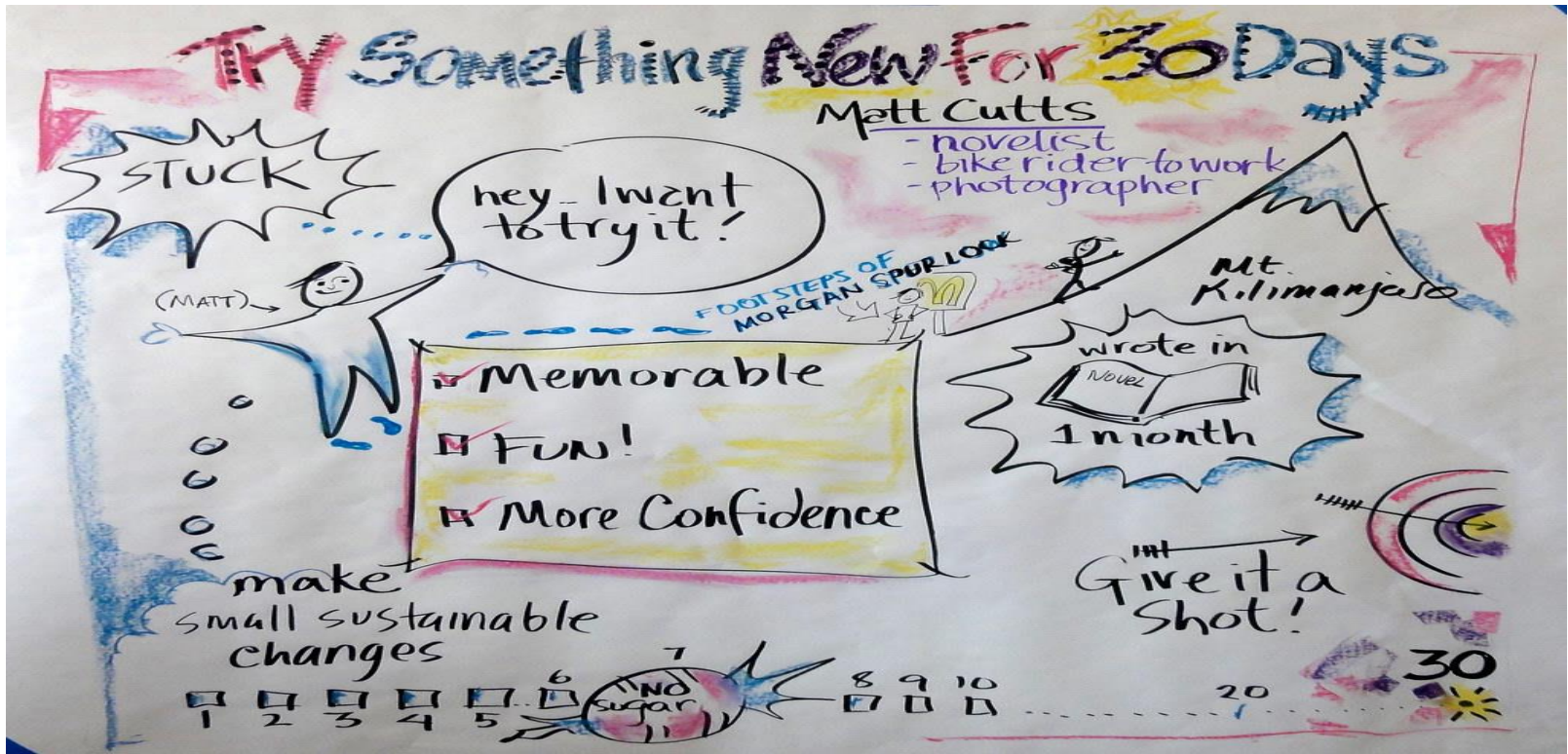
So Let's Review

Components	Process
1. Observe and Gather Data	Observe teaching Gather data with the form on the next slide
2. Basics –Review the observation	Concrete examples of what you saw and heard-Go over questions-Discuss suggestions
3. Model	Model -Explicit demonstrations of the procedures and expert examples of what they will be learning
4. Students Success is the Key	Students are the rationale behind coaching. Let teachers experience success in their classroom as you observe them using the model.
5. Engaging the Teacher/Student	Show and discuss examples with a teacher partner or group. Link student behavior: <ul style="list-style-type: none">• to relationship• to process of instruction.• teachers try it out, peer observe, and come back for reflection.

Components continued	Process continued
6. Reflect	Verbalize the experience with: 1. What did they feel was the most important part of the experience? Why?
7. Routines and Procedures	Begin a Plan of Action. Using the Gradual Release of Responsibility. All 4 steps.
8. Shifting Behavior	Use questions about a observation to bring about a shift in teacher behavior. Why do you think only students talked only 10% of the time during practice? What is the research on teacher/student talk?
9. Analyze and Support	Support analysis of student data. Show them how to reflect on their daily lessons and how they went. Let them come up with reasons why the data says what it says. Data really does not lie.
10. Extension beyond the Learning	Peer observe for an experience like a lab school. Differentiate coaching for the teachers in what they need because they are your classroom Help them formulate their own goals Begin to show them how to coach themselves Provide experiences on the areas they show they need.

Trying it Out

- Keep the purpose in mind, **student success.**
- We are trying this out because of the data we gathered.



Task Seven-How is it going so far??????

1. When you look back through the slides and what you have learned so far, is this helping with your vision of coaching?
2. What part do you still need support in?
3. How will you get that support?

46 Min Lesson

Using the Gradual Release

Essential Question is stated or on board

Overview of the Lesson

1 min

Pre-Assessment Question

3 min

Build Background Knowledge from the Pre-Assessment

4-5 min

Direct Instruction (I DO)

10 min.

Engaging Authentic Practice with the New Learning (WE DO)

15 min.

Individual, Partner, or Group Mastery Building (TWO DO, I DO)

10 min

Closure of the Lesson

3 min

Of course this can be changed, but it shows the elements of a good lesson and how to plan the times. It may need two days of instruction and practice. This will depend on if this is a mastery concept lesson or a just NEED TO KNOW LESSON.

Students Want to Know.....

1. Will I get to work with others? (Collaboration-We are social beings and we need to talk about what we are learning)
2. Will I get to move around? (Kinesthetic-Brain needs to move)
3. Will this be fun? (Humor – pleasure-Brain needs fun)
4. Will I get to choose what I learn or how I learn it? (Self regulation, Choice is brain friendly for learning.)
5. Will there be a little friendly competition/pressure?(Challenge – rewards, working with others)
6. Will there be recognition of my achievement? (Product, Performance, Contribution Quick feedback)
7. Will it make me feel “excited” and interested? (Emotional High – feelings-Brain friendly activity)
8. Will I get to use technology? (21st Century skills – digital generation)

Task Eight -Let's see what your future could look like?

- <https://www.youtube.com/watch?v=BYBJQ5rIFjA> 2.05
Empowerment Shift Copy and paste into your browser to see this.
- <https://www.youtube.com/watch?v=y0H5XsZ1gzA> 5.25 This is a school that came up with Non-negotiables that all teachers had to follow for better achievement.

**Share your feelings with me on the videos you just watched.
What do you think about the non-negotiables?**

In the 2nd video on non-negotiables, a graphic organizer was part of their success.

- 1. Do you think that one graphic organizer should be a default one so that struggling students can use it in all classrooms?**
- 2. What happens if a new graphic organizer is used in every classroom?**

Need to Knows

1. Attention wanders after 10 minutes
2. Visuals trump all senses
3. Use emotion to help memory
4. Brain Friendly Strategies Needed:
 - **Novelty**-Artifacts brought in to the classroom, Speaker, Start out Lesson with movement or partner share about what they know about the lesson that day.
 - **Movement** –Come up to the board, work with a partner, take a walk around the room and have facts or content up for them to look at.
 - **Choice**-How will you show mastery for what we have been learning? Give choices for learning styles. Write their own rubric.
 - **Fun**-Pop up Celebration, Give me your best failures, a cheer to do at the beginning of class, breathing exercise in the middle of class, etc.,
 - **Safety** –Trust, Relationships, Commitment to Students

Task Nine –Look at these websites

- <https://www.3plearning.com/blog/20-student-engagement-strategies-captivating-classroom/> article on engagement
- <https://asdn.org/wp-content/uploads/5-Motivated-Brain-PPT-Handouts.pdf> Brain strategies You will have to copy and paste this one into your browser to view it.

1. What are 3 things that stand out in these articles? Be specific.

Coaching Ideas to Use

Next slides will give questions you can ask in different situations.

Use them if needed.



Coach for Shifts in Behavior

- This comes from observation and maybe video.
- Discussion about the lesson and being open to suggestions.

Observation Questions

1. Were students responding to the lesson?
2. Did you find out what the students already knew?
3. How was the pace of the lesson and practice?
4. Were students engaged and persevering?
5. Did this go the way you expected to go?

Coach might say...

Let's role play a reflection conversation with yourself....

I noticed that you did.....this successfully with the last group, try that again tomorrow.

In the moment that you ,.....Kids really responded, try more of that.

POSITIVE AND NEGATIVES MUST BE USED WITH EASE

Coaching for Analysis and Reflection

- Help teachers become flexible and fine tune their teaching.
- Students grow and change and have different needs with each content area.

Ask these questions...

1. What was your goal?
2. Did you select the teaching points needed?
3. Did you teach students anything they can use tomorrow?
4. Were there any children not effectively learning in the lesson and practice?

Coaching Phrases to Use in Analysis and Reflection

1. You said you noticed some students were not participating in the activity. How could you adjust the practice for them?
2. Are there other ways to teach this process?
3. Is there any other content that you can bring this concept in and reteach some of it in a different way?
4. What is the connection of this to another concept they are learning?

Supporting Extended Learning

Teachers need to build a network of what they learn that they revisit and rework over time.

Look at their own samples of classroom work or videos they have collected for evidence proving what works and what didn't work.

Then revise, rework, try again and repeat the process.

Needed

TRUST

CLEAR EXPECTATIONS

WE ARE ALL LEARNING AND MAKE MISTAKES

EXPECT HIGH REWARDS

COMMON VISION

ASK FOR PEER REFLECTION AND COACH
SUPPORT

CHALLENGE YOURSELF AND OTHERS

Group discussions are happening without the coach. The coach needs to coach herself/himself out of a job. That is the PERFECT ENDING.

Coaching Preparation

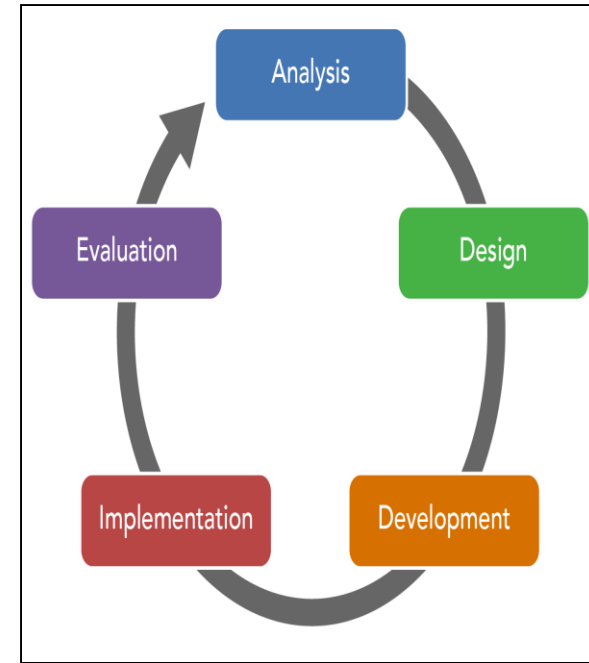
FINDING THE PERFECT PERSON

- ☐ Job description and job advertisement must be specific
 - ☐ Personality –Positive and Competent in the Educational Field
 - ☐ Empathy is really important.
 - ☐ Trained in instruction and behavior management
 - ☐ Ability to question so that reflection is prompted in the person answering
 - ☐ Ability to listen, truly listen
 - ☐ Ability to collect data informal and formal and use it effectively
 - ☐ Ability to observe objectively and analyze observations for improvement
 - ☐ Ability to share the leadership and professional development training
 - ☐ Analysis of all data to make decisions that will be successful
 - ☐ Ability to balance work with teachers, students, administrators, and parents
 - ☐ Ability to use humor effectively
 - ☐ Ability to use data to show the true picture of achievement in a classroom
 - ☐ Ability to celebrate the successes and learn from the mistakes
 - ☐ A learner at all times
 - ☐ Ability to research and know what research to use
 - ☐ Become active in action research in the school so that individual or groups of teachers can know if what they are trying is working.
 - ☐ Most of all, be willing to seek help when needed.

Coaching in Content with ELA

Assuming all teachers have the knowledge of the previous slides, coaches can:

1. Meet with teachers
2. Ask them their goals for students with their current lit program
3. How do they organize their teaching time?
4. What is the time frame for each reading/writing activity?
5. What do they see as the most valuable and least valuable.
6. What do they feel confident about?
7. What do they want to learn more about?
8. What is missing from their reading/writing program?
9. Then analyze the answers against the framework for good reading and writing.



Instructional Conversations

- **Personal or Individual-** Build on successes and work toward improvement-Listening and questioning for more information that leads to resolution or initial steps for improvement
- **Small group-** Facilitate group to on-task behavior where coach questions help shape the learning experience and action plans. Always being aware of group dynamics and nonverbal signs of dissent or nonparticipation.
 - Notice the group members who are sitting behind other participants, not speaking out, holding back. Make sure these participants are recognized and brought out into the discussion.
- **Large Group-** Facilitate in a cordial, directive manner that is on-task, modeling what you want the teachers to do inside their own classrooms.

Listening



Be a multi-faceted listener:

- Notice the breathing of the speaker
- Notice the body language of the speaker
- Notice the pressure behind the words
- Notice the modulation of the voice
- Notice the emotional piece to their face and body composure

WE ARE ATTENTIVE TO THE WHOLE PERSON

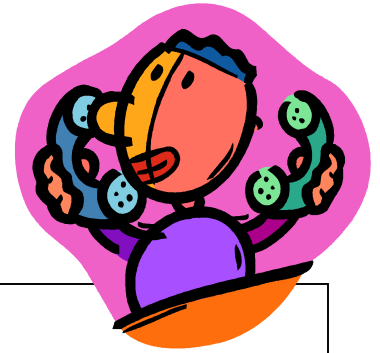
Listening is not PASSIVE!



Your listening has been hyperconscious and unconscious at the same time. You have concentrated solely on the person delivering the words, BUT.....

- You must be aware of the impact of the message and know what you are responsible for in the message.
- You must clarify what the person is saying as you clearly listen to the content of their message.

Listening Stages



Listening to Ourselves-

- We focus on how this message affects us
- We let the message in, but not out
- What does this message mean to me?
 - This is the level that most of your teachers are at.



Listening with a Focus- You are the mirror....

Mirroring the speaker's posture
Looking intently at the speaker
Outside world is gone



The attention is not about you, but on the speaker

- You notice what they say and how they say it
- You look at the emotion behind the words
- You listen for value statements
- You listen for their vision and what makes them feel passion
- You listen and see what energized them

Kegan and Lahey (2001)

“Ongoing regard is not about praising, stroking, or positively defining a person to herself/himself or to others.

We say it again: it is about enhancing the quality of a special kind of information.

IT IS ABOUT INFORMING THE PERSON ABOUT **OUR** EXPERIENCE OF HIM OR HER.”

Task Ten Listening

Go back through the previous slides on Listening.

1. What are the areas you need to improve on listening?
2. Do you know teachers well enough to know their personal space?
3. Do you practice the art of listening all the time?
4. Why is Listening an Active Practice?

FEEDBACK

- ❑ A good coach will always use data (not always numbers or rubrics) to shape conversations with teachers and students.
- ❑ A good coach will always ask questions of the teacher and student that help them reflect on what the data is saying.
- ❑ A good coach will help the teacher or student begin to see the goal and set a path to get to that goal by the words they choose when giving feedback.

Dialogue

“ a conversation in which people think together in relationship”

“dialogue is a profound act of mutual learning during which two or more people suspend their personal opinions for the broader purpose of finding something closer to the truth than they had before their conversation.”

Dialogue and the Art of Thinking Together (1999), William Issac

Dialogue

Coaching dialogue is about choosing the right words at the right time.

“If you want to teach people a new way of thinking, don’t bother trying to teach them. Instead give them a tool, the use of which will lead to new ways of thinking.”

The more ideas that are talked about, the more opportunities a teacher has to say,
“I think I’ll try this tomorrow with students.”



Buckminster Fuller

Strategies for Dialogue

- Dialogue is a partnership that assumes equality
- Listening authentically and empathetically. We must hear our partner during conversation.
- Let go of the desire to be right. **Being right is irrelevant.** The dialogue should lead to a conclusion that supports reflection and the use of new strategies.
- Respect the other opinions heard. That means listening to all opinions without judgment.
- Dialogue is not about hushing our opinions either. Dialogue is about sharing our thoughts and opinions without silencing the dialogue.

Balance advocacy and inquiry. Advocacy is speaking what you think. Inquiry is looking into what you do not understand.

- Ask questions that support our own opinion but move all participants further into inquiry.

- What are some ways we can look at that?
- What leads you to think this way?
- What does the data say about that?



Other types of Dialogue

- **Bottom Lining-** The skill of getting to the point – “What will you commit to...?”
- **Championing-** Standing up for teachers when they question their abilities. “You know that you give me confidence when I have lost my own.”
- **Clearing-** Use this when something is blocking their expression. “You seem distracted. Let’s take 3 minutes to spill what is taking up so much brain space.”
- **Reframing-** Providing a fresh perspective when teachers get stuck on an issue. You help them look at the bright side of things. “You were really excited at our last meeting. What did you implement from that?”

Dialogue to Lead Teachers to Possibilities

- **Point out** the words they are using that cause their thinking to be out of balance. *“It sounds like you feel helpless and there is no escape. Is that true?”*
- **Give Perspective** by showing them different angles and ways to look at the situation. *“Let’s make a list of other possibilities or perspectives. What is the first thing that comes to mind? It doesn’t have to make sense?”*

- Help the teacher **see different perspectives** by asking, *“What would it look like if I made this choice? Try that perspective out for size? What would it sound like?”*
- **Choose one** and really try it on for size. *“When you choose that, what does it feel like?”*
- **Create a plan.** Help the teachers brainstorm how to get this new perspective off the ground. Ask them, *“What’s your plan to get there?” Have a sheet for them to sketch it out.”*
- **Help them commit to the plan.** Ask them, *“Will you commit to this plan? Think about this plan as a line on the floor and when you step across it, you are entering into commitment to the plan. What will you have to have in place to make that step?”*
- **Support** might be needed along the way, so the coach has to **keep track** of the big commitments teachers make through the coaching process and review it often.

Difficult Dialogue

Asking permission before speaking to an issue assures the teacher or teachers that they have power in the relationship.

“May we work with this issue?”

“Would you like some feedback on that?”

“I would like your permission to give some feedback on the action you took?”

“May I tell you what I observed?”

Whitworth, House, and Sandahl. *Co-Active Coaching* (1998)

POWERFUL QUESTIONS

Anticipation

- What might happen?
- What if it doesn't work out?
- And if that fails, what will you do?
- What is the backup plan?

Assessment

- How does it look?
- What do you see?
- Is there a pattern?
- What story does it tell?
- Is it showing what you expected?

Clarification

- What do mean?
- What does that feel like, sound like, look like?
- Can you say more?
- What do you want to see happen?
- What was fun about it?
- How do you want it to be?
- What was humorous about this?

Evaluation

- Is this good or bad?
- How does that fit into your day?
- What do you think you will have to do?
- What is your assessment of it?

Exploration/Elaboration

- Let's brainstorm a few minutes.
- What other angles can we see?
- What is just one more possibility?
- What other options are there?
- Will you tell me more about that?

Example

- Will you give me an example?
- Like what?
- Such as?
- What would it look like exactly?
- What would you do differently?
- How else could a person handle this?
- If you could do anything, what would it be?

Powerful Questions

History

- What caused this?
- What have you tried so far?
- Can you remember all of the details?
- What is your take on this?

Integration

- What will you take away from this?
- How can you explain this to yourself?
- What was the lesson on this?
- How can you lock in the learning?
- How would you pull this all together?

Learning

- If your life depended on taking action, what would you do?
- If the same thing happens, what will you do?
- If we could wipe the slate clean, what would happen?
- If you could do this all over again, what would you do?

Options

- What are the possibilities?
- What do you want?
- What is the outcome you desire?

Perspective

- When you are 95, what would you want to be remembered for?
- How does this relate to your career?
- In the bigger scheme, how important is this?
- So what?

Planning

- What do you plan to do about it?
- What is the plan you have in mind?
- What is creating inside your head?
- How could you improve this?
- Now what?

Task Eleven –Dialogue

1. Of all the slides on Dialogue, What 3 dialogue strategies work best for you?
2. List them and tell me why they work?

Reflection Sheet

The University of Kansas (KU Learning)

AFTER – ACTION REPORT

School _____ Strategy _____

Teacher _____ Content _____

What was supposed to happen?

What happened?

What accounts for the differences?

What should be done differently?

Comments

A coach might like to keep track or reflect on dialogue.
This is just one way of doing it.

Collecting Data Using Observation

- Using an observation form
- Using a checklist with comment area
- Using two column verbatim list

**THESE FORMS MUST FIT YOUR OWN
UNIQUE SITUATION.**

OBSERVATION FORM

Teacher _____ Date _____

Lesson Topic _____

Type of Observation:

- ☐ Coach Models-Teacher observes-I DO
- ☐ Coach observes and supports-Teacher works in a group-WE DO
- ☐ Coach observes and supports-Teacher works with a partner-TWO DO
- ☐ Coach observes-Teacher does on own –YOU DO

OBSERVATIONS

WONDERINGS

Action Steps:

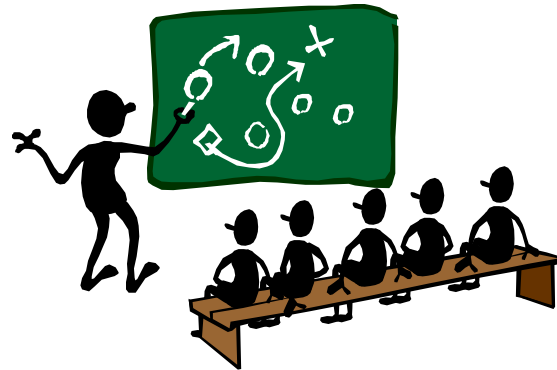
Coach

Teacher

Good Coaches

DO EVERYTHING A GOOD TEACHER
SHOULD DO.....

remembering that the teachers they coach are
their classroom of students.



Coaches

Coaches are:	Coaches DO NOT DO
<p>Discreet and respectful of each teachers' professional needs.</p> <p>Even during challenges and setbacks, a good coach will reflect on what caused the setback and how to get everyone back on track, including themselves.</p> <p>Coaches are learners and continue to grow right along with the teachers and students they are coaching.</p>	<p>make evaluative statements</p> <p>be overly critical</p> <p>get off the topic</p> <p>offer solutions without the teacher input</p> <p>compare teachers</p> <p>engage in any gossip</p> <p>tell what they did as a teacher that was great</p> <p>forget to use the data to set the tone of the discussion</p>

Spreading the Knowledge

Contagious behavior –an idea virus...

- Understanding memes-”patterns of behaviors, values, languages, and technologies.”
- A meme has the effect on society as the chemically coded instructions in the gene on the human organism.
- Teaching practices are passed on or rejected in just the same way as a meme.
- Intellectual evolution happens both in collective minds of a civilization and individual minds of teachers. Making a healthy epidemic in our schools.



More on a meme

The ideas that usually survive are the **memes that are easier to use and more powerful than the memes they are replacing.**

Ideas a coach presents must be:

1. more powerful
2. easy to use
3. supported by the coach

Coaches are the caterers

Shelly Bolejack, a coach in the book
Instructional Coaching says,

“It’s like we are the caterers. We bring the meal in, we help them, and we pick up afterwards.”

Michael Fullen says,

“You need to resist controlling the uncontrollable. You need to tweak and trust the process of change while knowing that it is unpredictable.” (Fullan, 2003)

Seth Goodwin (2001)

Once an idea starts coursing through the school again and again and again, you will have a piling effect.

People will want to be exposed to the idea just because everyone else is talking about it.



Going it alone sometimes

1. Leaders must be ready for detachment.

- Change stimulates resistance and challenges peoples' habits, beliefs, and values.
- It asks them to take a loss, experience uncertainty, and might even make them have to change their loyalty to certain people and practices.
- That is a lot to ask and some people attack the person promoting the change.
- It is an exhilarating experience, when success is happening.

2. Change your thinking to create distance- Ask yourself what the listener heard that causes them to react with attacks. Use this as an opportunity to learn and better understand the people you work with.
3. **Keep it from being personal- William Ury (1985) calls it (“Going to the Balcony”) Step back when you feel a conversation turning bad. Imagine that you are above it, watching it from the balcony. From there you can evaluate the situation and distance yourself from the natural comebacks you would like to make.**
4. Take the long view- Consciously stand back from the potential distressing moment of resistance and look beyond the momentary lapse and keep the long term in view.
 - Ask this question, “What is the pay off for detaching from the resistance. Who will eventually win? It will be the teacher, the student, and eventually society.” (Preston 2009)



Walk on Solid Ground

- “be clear on who we are and what we stand for...”

Henry Cloud. *Integrity: The Courage to Meet the Demands of Reality* (2006)

- When asked to do something, as a coach, that you do not believe in and know from research will not work, you need to say NO.
 - ❑ Then begin to advocate for what you believe in by showing the research and your approach and how it will affect change.
- Morally have a purpose to what you are doing and don't regress from it.
- Always have short term goals for each interaction in coaching and long term goals that the short term goals lead to.
- Be steady, NOT STUBBORN.



Some more things to remember

Confronting Reality

Bossidy & Charan. *Confronting Reality: Doing What Matters to Get Things Right* (2004)

- **Realize that the world is what it is and not what you wish it to be and to have the courage to do what must be done, not what you would like to do.**
- When you talk about a teaching practice you observed as a coach that was not successful, **it becomes very personal to the teacher** who executed the lesson.
- The truth is that **if we do not face the truth, schools won't move forward, student life will not improve, and everything stays the same.**
 1. As a coach, **ask...Are our teachers focused on becoming better or are they focused on excuses?**
 2. Is our school **declining or improving?**
 3. Do our **teachers focus on students and teaching** during meetings?
 4. Are the **leaders supportive and positive?**
 5. Do the **leaders encourage to meet high standards?**
 6. Do the **leaders walk the talk?**



Really Remember....



- If you can't do what you ask teachers or schools to do, then you need to step down as a coach.
- If you can't model a strategy with success, don't ask teachers to do it in their classrooms.
- If you can't work for change without gossiping, becoming angry, or being a true partner, then find another job.

Task Twelve

This training has been a lot!

I told you what worked for me as a coach.

I showed you how I did it.

Then I gave you some ideas from “real authorities on the issue.”

1. Which ideas are ones that will help you become the best coach?

List at least 3.

Thank you for taking this training.

Coaching in any capacity requires a certain set of qualities. Hopefully this training will strengthen your qualities and help you reflect on them.

Capacity Coaching for Lead Teacher or Administrator.

The Illinois State Board of Education sent out a booklet called, Coaching For Capacity Building.

“The optimal learning model shifts the full responsibility for task completion gradually over time from the coach to the team. (Pearson and Gallagher and Frey and Fisher)

You are coaching yourself out of the coaching job because they follow through on their own.

Resources from these on dialogue:

David Bohm's- ***On Dialogue*** (2000)

William Issac's- ***Dialogue and the Art of Thinking Together*** (1999)

Daniel Yankelovich's- ***The Magic of Dialogue: Transforming Conflict Into Cooperation*** (1999)

Kegan and Lehey's- ***How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation*** (2000)

Resources:

- ❑ Jim Knight. *Instructional Coaching*. Corwin Press 2007
- ❑ Walpole & McKenna. *The Literacy Coach's Handbook*. Guilford Press 2004
- ❑ Whitworth, House, & Sandahl. *CoActive Coaching*. Davies-Black Publishing 1998
- ❑ Mraz, Algozzine, & Kissel. *The Literacy Coach Companion* Corwin Press 2009
- ❑ Bossidy, L., & Charan, R. (2004) *Confronting Reality: Doing what matters to get things right*, New York: Random
- ❑ Covey, S. (1998) *The eighth habit: From effectiveness to greatness*. New York: Simon & Schuster
- ❑ Csikszentmihalyi, M. (1990) *Flow: The psychology of optimal experience*, New York: Harper & Row
- ❑ Fullan, M.. (2003) *Change forces with a vengeance*. New York: RoutledgeFalmer.
- ❑ Kleiner, A. (2003) *Who really matters: The Core Group Theory of power, privilege, and success*. New York: Doubleday
- ❑ Ury, W. (1991) *Getting past no: Negotiating your way from confrontation to cooperation*. New York, Bantam