

How to Be a Wise Consumer of Coaching

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Welcome, Introductions, and Outcomes

Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

American Institutes for Research

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

Outcomes


- Participants will be able to
 - Identify barriers and bridges to coaching heavy
 - Identify key elements to engage teachers in coaching services
 - Prepare teachers and coaches for reflective dialoging

Agenda

- AIR Instructional Coaching Essential Elements
- Coaching Heavy Versus Coaching Light
- Preparing to Be Wise Consumers of Coaching
- Guiding Teachers Through the Reflective Process
- Wrap-Up and Reflections

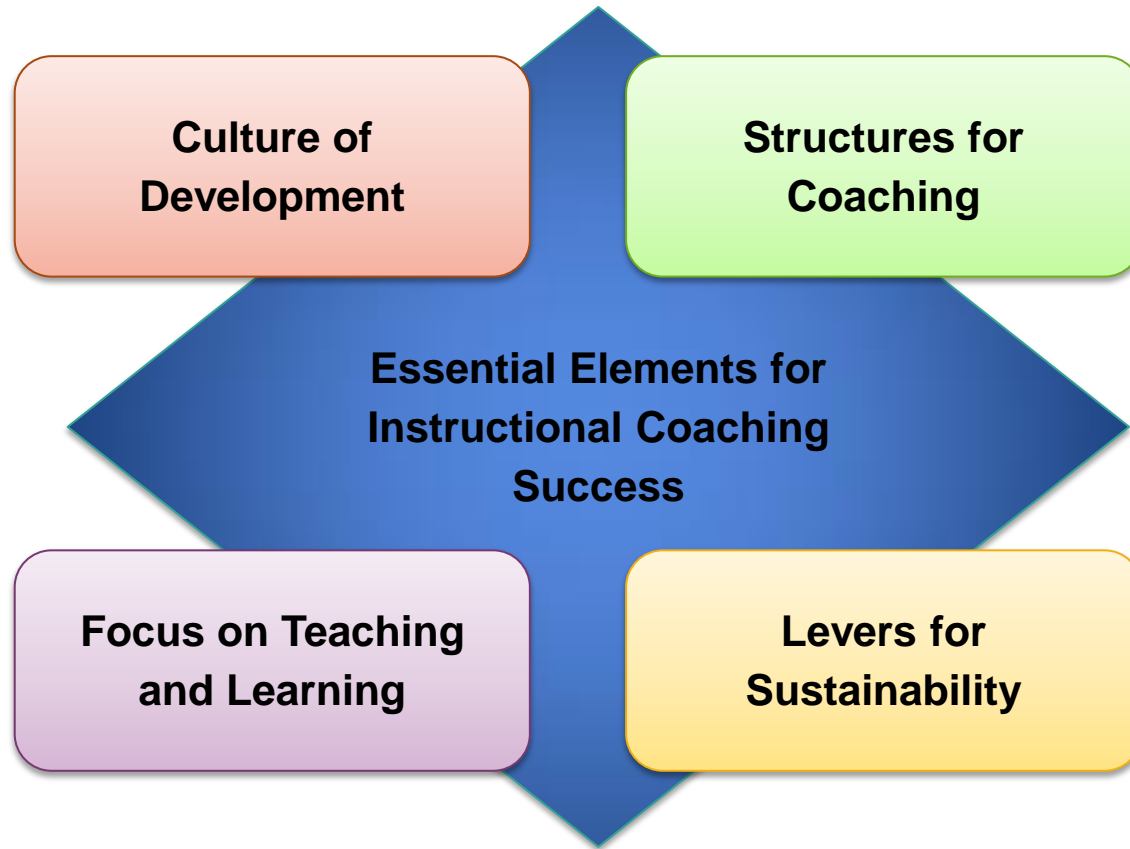
Improving Teacher Effectiveness

- Fullan (2008) states that “individuals and groups are high in capacity if they possess and continue to develop knowledge and skills, if they attract and use resources wisely and if they are committed to putting in the energy to get important things done **collectively** and **continuously**.” (p. 57)
- The way to maximize the capacity of teachers to meet student needs is to embed professional learning within the daily work of teachers through a strong instructional coaching program.



AIR Instructional Coaching Essential Elements

AIR Instructional Coaching Essential Elements



Structures for Coaching

- Role clarity at each level of the initiative, with clear expectations for how teachers, coaches, principals, and district leaders engage with (and support) coaching
- Sanctioned time for coaching, protected by coaches, teachers, and leaders
- Initial and ongoing training for coaches and leaders, driven by data (including coaching tracking tool reports) and focused on progress toward success metrics

Reflection

- On a scale from 1 to 4 with 1 being strongly disagree and 4 being strongly agree, rate your current structure for coaching **on each of the following points**.
 - In my school, there is a clearly defined role for instructional coaches, and expectations for engaging with the coach are known by all staff.
 - In my school, there is a shared definition of excellent teaching, and instructional priorities are known by faculty and staff.
 - In my school, coaches and teachers spend time regularly collaborating.
 - In my school, structures to support instructional coaching (e.g., time, instructional framework) are in place.

Focus on Teaching and Learning

- Use of evidence to support coach and teacher decisions about shared work, including observation notes and student and quantitative data sets
- Substantive conversation and actions that address pedagogy, beliefs, and assumptions about teaching and learning

Coaching Heavy Versus Coaching Light

Coaching Heavy Versus Coaching Light

In “Reprising Coaching Heavy and Coaching Light,” Killion (2010) posits two approaches to coaching and highlights the differences between the two.

It’s important that schools determine their philosophy of coaching and communicate that philosophy to all teachers.

Killion's Shifts to Coaching Heavy

Coaching light	Coaching heavy
Focus on teaching practices identified by teachers	Focus on student learning and the use of specific practices within the school's or district's instructional framework, teachers' performance standards, or aligned with the adopted curriculum
Feedback on teaching practices	Feedback on the interaction between student engagement in learning, performance, and achievement and teaching
Teacher self-assessment based on perceptions or opinions	Data-driven assessment based on student data
Voluntary coaching — only those teachers who request coaching receive it	Expectation for all teachers to engage in coaching — all teachers engage in continuous improvement with specific feedback and support from the coach
Focus on adapting or refining instructional strategies	Focus on transforming practice, examining beliefs, and testing assumptions
Focus on implementing strategies	Focus on deep understanding of the theory and research underlying strategies to ensure executive control
Emphasis on feeling supported	Emphasis on developing expertise

Source: Killion (2010, p. 9).

Barriers and Bridges

Protocol

- Select one shift to focus on. What gets in the way of making the shift to coaching heavy in this area? Record your responses in the barriers column.
- Then consider what assets, resources, or solutions will help as you make the shift. Record your responses in the bridges column.

Barriers and Bridges Example

Shift 1

From: Focus on teaching practices identified by teachers

To: Focus on students learning and the use of specific practices within the school's or district's instructional framework, teachers' performance standards, or aligned with the adopted curriculum.

Barrier	Bridge
<ul style="list-style-type: none">• Getting everyone to focus on data• Getting teachers to focus on student learning	<ul style="list-style-type: none">• Provide actual data and hold data meetings• Focus observations on student engagement and learning



Engaging Teachers in Coaching

Benefits of Coaching

- Coached teachers report higher job satisfaction.
- Coached teachers report feeling more supported professionally.
- Coaching is linked with higher test scores.
- Teachers who are coached report higher teacher efficacy.
- Teachers who are coached demonstrate more reflective, complex thinking about their practice.
- Coaching schools have higher self-ratings for professionalism.
- Coaching schools have more collaboration.

Engaging Teachers in Coaching

- Key elements for engaging teachers:
 - Creating an effective partnership
 - Communicating coaching services
 - Allowing teacher “voice” and “choice”
 - Allowing teacher feedback

Creating an Effective Partnership

An effective partnership begins with a clear and mutual understanding of the work teachers and coaches will engage in. Teachers and coaches agree on how they will work together, the type of work they will do, and the responsibilities of each partner.

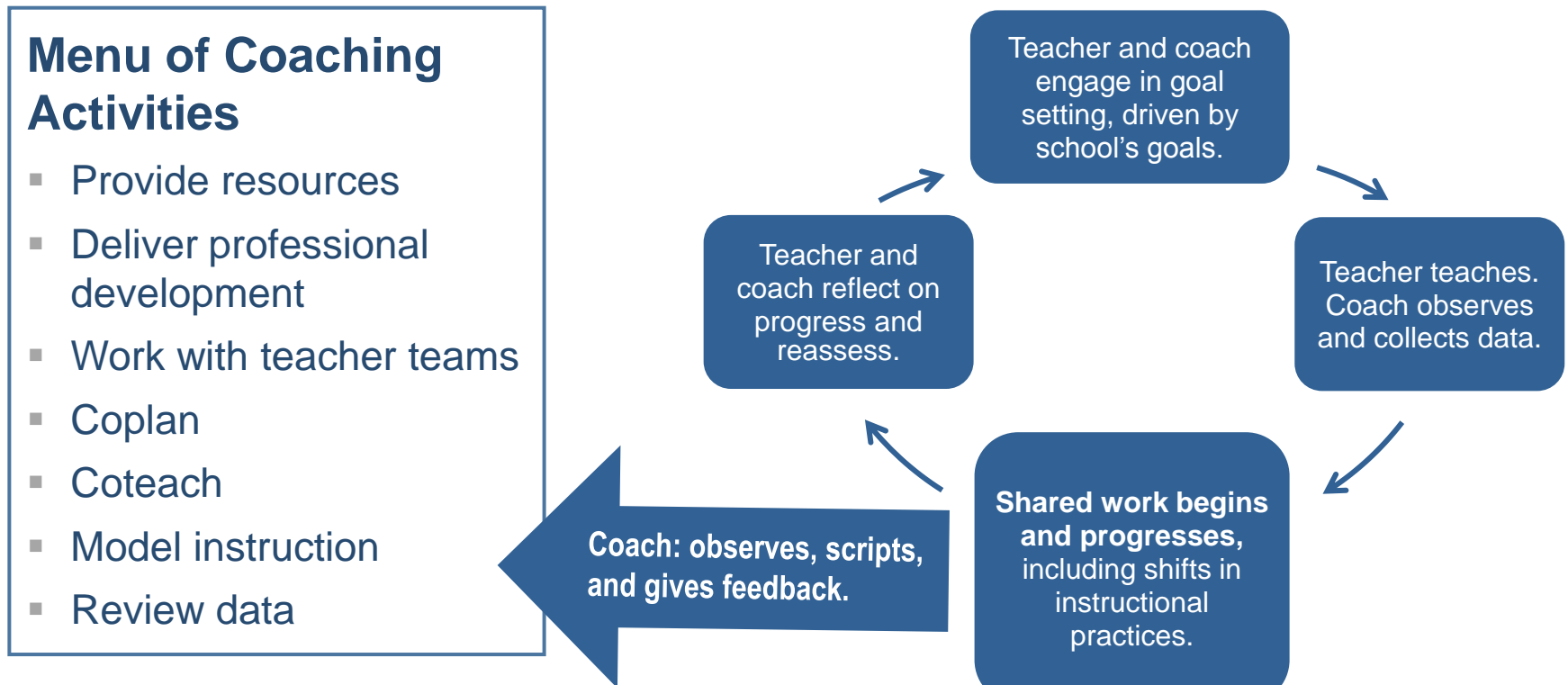
Creating an Effective Partnership

- **Guiding Questions to Establish an Effective Partnership:**
 - What do you want to accomplish in our work together?
 - What services can I provide that will help you accomplish this end?
 - When will we know whether we are successful? What data will we collect?
 - When will we work together?

Communicating Coaching Services

- Second strategy to engage teachers in coaching is to communicate coaching services to teachers. There are several ways coaches can communicate the type of support offered:
 - Electronic or print menus
 - Posters
 - Brochures

Sample Coaching Poster




Allowing Teacher Voice and Choice

- Teachers are more likely to engage in coaching services when they are given choice in their professional learning and when the professional learning the coach provides aligns with the teacher's individual needs.

Encouraging Feedback

- Coaches should encourage teachers' feedback on coaching interactions, inquiring about its effectiveness on the teacher's practice and student learning.
- Sample Questions:
 - What changes are you making in your teaching as a result of coaching?
 - What do you notice changing for your students as a result of changes in your practice?



Preparing Teachers to Be Wise Consumers of Coaching

A Wise Consumer of Coaching

- To maximize the benefits of coaching, a teacher can utilize several strategies to become an effective consumer of coaching:
 - Communicate your needs and expectations
 - Ask for targeted feedback
 - Be reflective

Communicate Your Needs and Expectations

- An effective consumer of coaching communicates her needs and expectations for coaching. The teacher and coach share responsibility for the coaching work and the outcomes. Therefore an effective consumer of coaching shares with the coach her goals for the lesson, intended student outcomes, indicators of success, and struggles she is anticipating.

Ask for Targeted-Feedback

- An effective consumer of coaching is willing to focus on content and discuss how specific strategies improve student learning. The teacher requires targeted feedback from the coach that relates to student learning.

Scenario One

- *Maria, a first-year English II teacher, is trying to get more students to respond to her high-level, open-ended questions. When asked by the literacy coach what Maria would like her to look for in the lesson she will be observing, Maria responded, “ Would you watch my questioning strategies and students’ reactions to help me improve this aspect of my teaching?”*

Scenario Two

- *During preconference, the coach asked Anna, a first-year third-grade teacher, what she would like the coach to look for. Anna responded, “Anything. Any advice would be helpful.”*

Be Reflective

- An effective consumer of coaching is an active participant in the reflective process. **Reflection is not feedback.**
- Reflection is a cooperative process between the teacher and coach. The coach helps the teacher to thoughtfully consider her decisions by engaging in a coaching conversation that allows the teacher to
 - Review what occurred in the lesson
 - Form conclusions about what the teacher learned about his or her practice
 - Identify how that learning might influence future teaching.



Guiding Teachers Through the Reflective Process

It's not the answers that enlighten us, but the questions.

Questioning

- During the reflective process, coaches ask questions that are intentionally designed to engage and transform the teacher's thinking and perspective. The questions are intended to engage teachers in complex cognitive processes that guide them to self-directed learning.

Reflective Question Types

Type of Question	Question Stems
Relevance/Justification	How is this important to . . . ?
Metacognition	What were you thinking when . . . ?
Evidence	How will you know whether . . . ? What evidence supports . . . ?
Predictions	If you were to . . . What do you predict would happen?
Data Use	How will you use this data? What would that information tell you?
Alternatives	How else might you . . . ?
Perspective	How would you feel if . . . ?
Causality	What did you do to cause . . . ?

Think-Pair-Share

- Imagine a teacher says the following: “My third period is so rowdy, I just cannot do anything with them.”
- Formulate questions to influence this teacher’s thinking.

Wrap-Up

Engaging Teachers in Coaching

- **Key Elements:**
 - Create an effective partnership
 - Communicate coaching services
 - Allow teacher “voice” and “choice”
 - Allow teacher feedback

Characteristics of an Effective Consumer of Coaching

- Communicates needs and expectations
- Seeks targeted feedback
- Engages in the reflective process

References

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