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Background


- 1st & 2nd grade classroom teacher
- Reading Recovery and small group teacher
- School-based K-5 Literacy Coach

Goals

- A Look at coaching
 - Climate for change and learning
 - Dialogue that promotes coaching
- Refinement of coaching and working with adult learners

Realities of Coaching

- Tightrope
 - Balancing teachers, administration, district
 - Expectations, pressure and politics
 - To Facilitate change
 - And create miracles
 - Over night...



When coaching is "good"...

- Feels good
- Leave with a smile
- Thoughtful
- Inspiring
- Sense new possibilities
- Empowerment
- Deeper understanding

When coaching is difficult...

- Defeated
- Feel like you're in the wrong job
- See too many things to address
- Find yourself saying, "if only..."
- Hopeless
- Ready to throw in the towel
- Feel stupid, incompetent, unable to be successful

Characteristics of Adult Learners

Friend & Cook, 2000

- Vast amount of prior knowledge, skills, experiences, expectations
- Deeply held beliefs, ideas & values
- Goal-oriented
- Flexible learners
- High expectations
- Many demands and commitments
- Motivated to learn

Dynamics of Adult Learning

- Deeply held and embedded beliefs
- Beliefs are often tied to personal worth, larger world view and/or quality as a teacher
- Change is hard

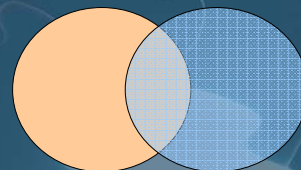
Finding the balance

- Refine skills as coach
- The deeper the belief is held, the more permanent the change – when the shift occurs

Constructive and Productive Coaching

- Is carefully designed
- For unique teachers
- With unique talents
- Who are highly invested in their students and teaching
- By an observant, reflective and responsive teacher who works alongside.

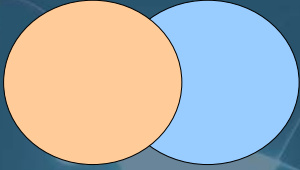
Constructive Coaching



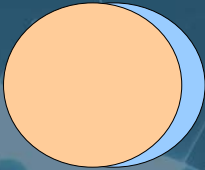
Constructive Coaching

- Should leave the coach and teacher
 - With increased knowledge
 - Deeper understanding
 - Inspiration, motivation, challenges and support
- Both coach and teacher are changed

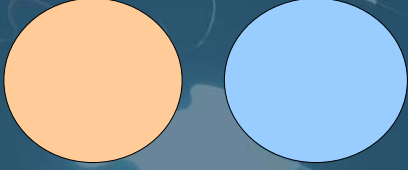
Often, coaching is



Or even



And sometimes




More Knowledgeable Other

<p>Coach</p> <ul style="list-style-type: none"> • Research • Theory • Practices • Assessment 	<p>Classroom Teacher</p> <ul style="list-style-type: none"> • Multifaceted requirements of classroom curriculum • Student in class
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Influences of Marie Clay

- Start with the known
- Find the partially right and build from the right
- Learners are constructors of knowledge



Interpretation of Clay: What does this mean?

- Learners are not a blank slate
 - Already have a complex, deeply embedded network of teaching experiences, understandings and concerns
- Want to do well
 - Every response is an attempt to be "right" or "on the right track"
- Learning can not be forced



Avoiding the Coaching Cliff...to a slow, painful, irreversible death...

- Don't make a "reaction face"
- Avoid "right/wrong" replies – finding the "ish"
- Prompt for further thinking and reflection
 - "talk more about that..."
 - "what do you think that means?"
 - "Could it be...?"
 - "That makes me think about..."
- Redirect
 - "I heard you say..."
 - "I was thinking about what you said about..."




Influences on participants in a coaching relationship

- Climate
- Relationship
 - Teacher-Student
 - Colleagues
- Interpretation of coaching
 - Remediation
 - Refinement




First Critical Element

- Find something you like, enjoy, respect or value in the person with whom you are working...




The Quality of relationships

... is a key determinant of the quality of reflection and the potential for learning.




Taking Note of Your Coaching World

- Observe and note significant behavior
- Infer understandings based on observations
- Select examples to support learning
- Learn more about the other's perspective
- Release of responsibility very quickly




Release of Responsibility

- Classroom teacher must be engaged and active in the teaching in order to be coached
- Coaching can not occur by the classroom teacher observing alone



Cautions on how coaches create barriers

- Making faces when something strange is said or done
- Attempting to “fix” it all – putting out fires
- Regularly dealing with what’s wrong rather than what right – forgetting the “ish”
- Too much modeling




Too Much Modeling

- Disclaimer –
 - Modeling is vital – but it is not everything




What modeling provides

- A standard and starting point
- The process that supports decision making & discussion



Too Much Modeling

- Standard becomes too lofty
- Too much to take on
- “I can’t possibly do that”
- No transfer of responsibility
- Places the product over the process of reflective, responsive teaching




Coaching provides

A model of respectful, collegial reflection about instructional decisions.


P 28

Howell-McKee. (1999). *Reflective Practice to Improve Schools.*




How to create the environment for successful coaching

- “we’re in this together”
- Setting goals
- Accentuate the positive
- Provide some answers
- Strive to get and stay “on the same page”




Enduring Shifts

- Theoretical
- Application is based on data & theory
- Not only “what & how” to do – but “when, why & how” to make decisions and cautious adjustments based on on-going observations




Put another way

- We are coaching the teacher
 - Thinking
 - Reflection
 - Decision-making
 - Problem-solving
- Through THE TEACHING




Procedures

- Critical
- Allows the learner to free up the mind to learn something new and/or focus on something of greater importance or with greater emphasis



Coaching procedures

- Pre-conference
 - Getting focused – stating “look fors”
- Lesson Observation
- Post Conference – as close to observation as possible
 - Overall impressions
 - Review “look fors”
 - Now what?
- Action Plan
 - Where to go next?
 - What to do with the information?




Coaching Cautions

- Practice not being taken off guard by things that are said – don’t make a face
- Allow the speaker to talk – listen carefully
- Think about areas and ways that you align
- Value the input and thinking




Establishing Coaching as a Refinement Process

- Not Remediation
- Refining what is already going well
- Supporting the reflective process




Coaching interactions

- Respect the person
- Respect the process
- Prompt for analysis
- Align and Revisit Professional Resources
- Praise
- Plan for the future




Use of students as guides

- Collect data from student work, interactions
- Provides a visual – the evidence of learning
- Promotes responsive teaching
- Eliminates the need for a “scope and sequence”



Use of professional resources

- Allows “experts” to be a part of your learning
- Establishes the process of decision making & problem-solving
- Allows the text to do the “telling” with coach & teacher interpreting and applying information



Helping teachers see the big picture

- The framework for the tools
- Tools are adaptable & flexible
 - Post-it notes
 - Story maps



So, we know what we need... how do we do it?

- Creating a learning climate
- Inviting, holding and maintaining conversations

Creating a Learning Climate

- Trust
- Leadership
- Shared responsibility
- Time
- Common language
- Respect for all participants
- Data driven decision making
- Problem-solving
- Vision & shared goals

Trust

Trust is perhaps the essential condition needed to foster reflective practice in any environment... the participants must be confident that the information they disclose will not be used against them – in subtle or not so subtle ways.

P 45
Osterman & Kotthamp

Promoting Trusting Relationships

- Be present
- Be open
- Listen without judgment and with empathy
- Seek understanding
- View Learning as mutual
- Honor the person
- Honor the process

Language that promotes Learning

p 10 *Shaping Literate Minds*, Dorn & Saffos 2002

Figure 1.2 Language is the bridge for connecting teaching and learning.

Higher-Level Mental Development
Perception, Organization, Memory, Transfer

Teaching Modeling Demonstrating Engaging	Language Meaningful Relevant Explicit Problem-solving	Learning Knowledge Skills Strategies
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"I am listening for people's greatness..."

... and who they are when they forget their greatness and descend into pettiness.

The person I am coaching can do no wrong in my eyes (assuming it is ethical).


If who they are being... is counterproductive with others, if they make repeated mistakes or don't deliver on promises, I NEVER MAKE THEM WRONG.

P 24 *Masterful Coaching*

We learn by conversing

- With ourselves,
- With others
- And with the world around us.

P 3
Harri-Augstein & Thomas. (1991). *Learning Conversations*.



We've got to be talking

- Not talking AT
- Talking around
- Talking TO each other



Inviting and Sustaining Conversation

- Shared context
- Common interest
- Responding & building
- Questioning
- Connecting & identifying examples



Inviting and Sustaining Coaching Conversations

- Built on shared experiences
- Responding & building
- Questioning & inquiry
- Connecting & identifying examples from shared experiences



Engaged Listening

- Multi-faceted
- Weighing information with previous information
- Noting “nuggets” that can be reviewed, reorganized and refined
- Allowing the speaker to speak




Committed Listening

Masterful Coaching p. 66

“...listening from a commitment to absolutely bring out the best in people.


This new way of listening is not transactional in nature, where people are given advice, tips or techniques.

It embraces, but goes beyond all this – and is actually *transformational* with respect to the person ...”




Considerations for Interactions

- What is talked about?
- What is the language tone?
- Are the speakers talking at each other or with each other?
- Is there a balance between participants?
- Is there response and building to what is being discussed?




Team Meetings

- Common Ground
- Collaborative
- Teachers can feed off one another
- Facilitates the growth of everyone
- Shared ownership of the learning, growth and responsibility of students




All I needed to learn about
Team Meetings, I learned from
Bible Study...



Lessons learned from Bible Study

- Everyone is welcome – regardless of past sins
- Study together – go back to text/ “the source” regularly
- Share ideas and how they relate to the study
- Share concerns and share celebrations
- Material studied is relevant – or made relevant by the leader of the group
- Material challenges each to change, adapt and think about things differently



I am not a teacher

... only a fellow traveler of whom you
have asked the way.

I pointed ahead – ahead of myself as
well as of you.

George Bernard Shaw