Instructional Coaching: Inspire, Ignite, Engage and Transform

Joye Beard  
Region 2, ESC  
CTE Specialist  
joye.beard@esc2.us  
(361) 561-8516

Suzy Hartman  
Region 2, ESC  
Educational Specialist  
suzy.hartman@esc2.us  
(361) 561-8504
Session Focus

Understanding the essential elements of adult learning!
Session Agenda

• Creating a Safe and Supportive Environment
• Goal Setting
• Group Dynamics
• Learning Focused Conversations
• Balancing the Continuum of Coaching Interactions
• Facilitating Collaborative Problem Solving and Reflection
• Gradual Release of Responsibility
• Change Theories
• Planning and Giving Effective Presentations & Processing Protocols
• Learning Styles
Creating a Safe and Supportive Environment

- Provide Non-Verbal Support
- Be an Active Listener
- Express Understanding
Sample Coaching Conversations: Focusing a Coaching Cycle on Student Learning
Goal Setting

• Goals Must be SMART:
  – Specific, Measurable, Achievable, Realistic, and Timely.
• Goals Must Consider:
  – Abilities, Learning Styles, and Strengths
• Include Strategies
  – What, Why, and How
• Progress monitoring
  – Refine goals and strategies as needed.
Goal Setting Strategies

• Use goal-setting forms during planning
  – Identify strategies and timelines for reaching goals
  – Allows for progress monitoring
• Determine the skills needed
  – Set goals around academic skill areas to allow for self-assessment and prioritized goals
• Articulate fears and expectations
  – Identify barriers and motivators
    • Convert barriers into interim goals (long term vs. short term)
• Conference often
  – Discuss short and long term goals, timelines, and celebrate successes
SMART Goal Examples

Poor Example
• This year students will show evidence of one year of growth in mathematics.

Better Example
• During the 2014-2015 school, 85% of all 6th grade students will improve their math problem-solving skills as measured by a 1.0 gain on STAAR math tests.
Every group goes through four stages of development:

- **Forming** – Groups get together
- **Storming** – Groups have conflicts
- **Norming** – Groups create rules and structure
- **Performing** – Groups produce results
Group Dynamics

Five **instructional techniques** to get your groups to bond in a positive way so they can accomplish learning objectives:

- Icebreaker
- Introductions
- Brainteasers
- Play a game
- Buzz groups
Learning Focused Conversations

• Three Supervisory Capacities
  – Fluency of interaction
  – Flexibility of interaction
  – Fluidity of interaction

• Four Standards of Communication
  – Calibrating
  – Consulting
  – Collaboration
  – Coaching
<table>
<thead>
<tr>
<th>Supervisor/Specialist</th>
<th>Teacher</th>
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</thead>
<tbody>
<tr>
<td><strong>Information, analysis, goals</strong></td>
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<td><strong>Calibrating</strong></td>
<td><strong>Consulting</strong></td>
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<tr>
<td><strong>Guiding question</strong></td>
<td>What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?</td>
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</tbody>
</table>
| **Function** | • Articulating standards  
• Using data to identify gaps between expected standards and present results  
• Defining problems  
• Prescribing results | • Clarifying standards  
• Using data to analyze gaps between expected standards and present results  
• Offering information and ideas  
• Providing problem analysis and perspectives  
• Naming principles of practice | • Jointly clarifying standards  
• Using data to co-analyze gaps between expected standards and present results  
• Co-generating information and ideas  
• Co-analyzing problems  
• Expanding perspectives | • Referencing standards as a focal point  
• Using data to explore gaps between expected standards and present results  
• Facilitating teacher idea production  
• Mediating teacher problem-framing and analysis  
• Enhancing teacher capacities for planning, reflecting, problem-solving and decision making |
| **Role in planning for action** | • Determining teacher actions/goals  
• Naming success criteria  
• Establishing timelines | • Proposing teacher actions/goals  
• Defining success criteria  
• Confirming timelines | • Co-constructing teacher actions/goals  
• Co-developing success criteria  
• Agreeing on timelines | • Exploring teacher actions/goals  
• Eliciting success criteria  
• Clarifying timelines |
| **Cues** | • Credible voice  
• Using neutral language, as in “These data …” “This example …” | • Credible voice  
• Using neutral language or personal pronouns, as in, “I think that …” “It is important to …” “Here is one way to think about that” | • Approachable voice  
• Collective pronouns, as in “Let’s think about …” “How might we …” | • Approachable voice  
• Second person pronouns, as in “What are some of your …? “How might you …?” |
| **Cautions** | • Take care not to let personal preferences become prescriptions. Judgments must be supported by clear, external criteria.  
• Use literal observation notes, classroom artifacts and assessment data to avoid subjectivity or bias. | • Monitor and manage the impulse to help or rescue. Stay learning-focused and don’t let personal passion overcome patience with the developmental process.  
• Be aware that overuse of the consulting stance may build dependency on the supervisor for problem solving. | • Resist the impulse to dominate the conversation and provide the bulk of the analysis and thinking  
• Monitor for balance in idea production. Don’t allow personal enthusiasm or preferences to override the intention to co-create ideas and options. | • Reduce potential frustration by posing developmentally appropriate questions. Questions should stretch not strain thinking.  
• Be sure that questions allow for multiple responses and do not signal that there is a preferred answer. |

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Strategies for Learning-Focused Consulting

- **Offer a Menu**
  - Suggest multiple options with planning or problems solving
- **Think Aloud**
  - Sharing thought processes enhances learning
- **Share the What, Why, and How**
  - Effective verbal pattern when sharing
- **Use Principals of Practice**
  - Specific strategy or solution used
- **Generate Categories**
  - Provide a wide range of choice for learning
- **Name Causal Factors**
  - Offer factors producing problems, not just solutions
Balancing the Continuum of Coaching Interactions

• Develop collaborative relationships
• Commit to collaborative and reflective relationships
• Support the refinement of instruction
• Implement the practice
• Reflect intentionally to refine instruction
Facilitating Collaborative Problem Solving and Reflection

• Conditions for Knowledge Building
  – Need to understand a problem
  – Goal to improve the coherence, quality, and utility of ideas
  – Negotiation between ideas to catalyze knowledge
  – Collective responsibility (everyone must contribute)
  – A critical stance using various sources of information
  – Knowledge building discourse (more than knowledge sharing)
Process of Collaborative Problem Solving and Reflection

Generate Idea
- Thinking outside the box
- Divergent
- Tangential

Develop Idea
- Goal setting
- Steps in the process
- Measuring outcomes

Turn Idea into Actions
- Roles and responsibilities
- Timeline

Reflect on Results
- What worked?
- What can be improved?
Strategies for Collaborative Problem Solving and Reflection

• Perseverance
  – Be active in the process
• Refocus goals or expected outcomes
  – Things will get off course and/or change
• Break the problem into parts
  – What can be solved? What can wait?
• Verbalize the problem to yourself and others
Strategies for Collaborative Problem Solving and Reflection

- Look for hidden assumptions or things you forgot to consider
- Alternate working forward towards a solution and backwards from the expected outcome
- Brainstorm different approaches, ideas, outcomes
Gradual Release of Responsibility
Change Theories

• Theories that use concrete strategies and actions focus on:
  – Motivation
  – Capacity building, with a focus on results
  – Learning in context
  – Changing context
  – A bias for reflective action
  – Tri-level engagement
  – Persistence and flexibility in staying the course
District-Wide Reform

• Key features of the District-wide reform approach include:
  – a clearly articulated vision, which is continually the subject of communication in the district;
  – a system-wide comprehensive plan and framework for continuous improvement;
  – using data to inform instruction and determine resources;
  – building administrator and teacher capacity to determinall students;
  – establishing professional learning communities at all levels of the system and beyond the district.
Planning and Giving Effective Presentations & Processing Protocols

When you’re planning your presentation, keep the following helpful hints in mind:

• Know your audience.
• Give them what they came to hear
• Repeat key information, and repeat the take-away message at the end of your presentation.
• Plan an interactive opening using questions with a show of hands
• Build a story or case study to engage the audience
• Add an activity to encourage discussion between attendees
• Make visuals work for you
• Provide a website as a reference so participants can continue the learning process
Learning Styles

• Most adults learn best when they experience activities that promote:
  – Cognitive development
    • Knowledge of subject matter
  – Affective development
    • Attitudes and beliefs
  – Behavioral development
    • Practical application
## Activities in Each Domain

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Affective</th>
<th>Behavioral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture (direct instruction)</td>
<td>Values clarification exercises</td>
<td>Role plays</td>
</tr>
<tr>
<td>Brainstorms</td>
<td>Nominal group process</td>
<td>Simulations</td>
</tr>
<tr>
<td>Discussions</td>
<td>Consensus-seek activities</td>
<td>Teach backs</td>
</tr>
</tbody>
</table>
Three Learning Styles

• Visual Learners
  – Learn by looking, seeing, viewing, and watching

• Auditory Learners
  – Learn by listening, hearing, and speaking

• Kinesthetic Learners
  – Learn by experiencing, moving, and doing
## Activities in Each Style

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>Lectures</td>
<td>Role Plays</td>
</tr>
<tr>
<td>Videos/Slides</td>
<td>Group Discussions</td>
<td>Simulations</td>
</tr>
<tr>
<td>Flip Charts</td>
<td>Informal Conversations</td>
<td>Practice Demonstrations</td>
</tr>
<tr>
<td>Readings</td>
<td>Stories and Examples</td>
<td>Writing/Note taking</td>
</tr>
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<td>Activities</td>
</tr>
</tbody>
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References


Thank You

Joye Beard
Region 2, ESC
CTE Specialist
joye.beard@esc2.us
(361) 561-8516

Suzy Hartman
Region 2, ESC
Educational Specialist
suzy.hartman@esc2.us
(361) 561-8504
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will this session help you further YOUR school improvement?