

GROWING YOUR PROFESSIONAL LEARNING COMMUNITY

ASDN Webinar Series

Session 4

Coaching as a Strategy for Professional Learning

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Session Outline

- ◆ Coaching Models for Improving Practice
- ◆ Developing Coaching Maps to Structure and Guide Conversations
- ◆ Creating the Conditions for Success

AGENDA

Session Reading

Readings:
Coaching – The Key to Translating Research Into Practice Lies in Continuous Job-Embedded Learning with On-Going Support; Jim Knight; Journal of Staff Development; National Staff Development Council; Winter 2009

Partner Interviews; Tools for Schools; Learning Forward (formerly NSDC); Fall 2010

READING

Coaching Models For Improving Practice



What is Coaching?

“Cognitive coaches engage in dialogical conversations with teachers and others, observe them while working, and then use powerful questions, rapport building, and communication skills to empower those they coach to reflect deeply on their practice.”

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Approaches to Coaching

- Peer coaching
- Classroom management coaching
- Content-focused coaching
- Blended-coaching
- Literacy coaching
- Instructional coaching
- Cognitive coaching

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Commonalities across Approaches

- Focus on improving professional practice
- Job-Embedded
- Intensive and on-going
- Grounded in partnership
- Dialogical
- Non-evaluative
- Confidential
- Facilitated through respectful communication

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

What Research Says about Coaching...

1. Increase in student test scores and "other benefits to students"
2. Growth in teacher efficacy
3. Increase in reflective and complex thinking among teachers
4. Increase in professional climate in schools
5. Increase in teacher collaboration
6. Increase in professional assistance to teachers
7. Increase in personal benefits to teachers; and
8. Benefits to people in fields other than teaching.

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Relationship Between Levels of Impact and Components of Training

Level of Impact Components of Training	Awareness Plus Concept Understanding	Skill Attainment	Application / Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Job Embedded	90%	90%	80-90%

B. Joyce and B. Showers

Developing Coaching Maps To Guide And Structure Conversations

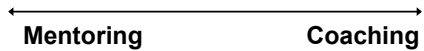


Why Coaching?

1. Coaching enhances the intellectual capacity of individuals being coached.
2. Few educational innovations achieve their full impact without coaching.
3. Working as an effective team member requires coaching.
4. Coaching develops positive relationships and a culture of professional community.

Adapted from *Cognitive Coaching*; Costa and Garmston; Christopher-Gordon Publishers; 1994

Continuum of Support



Source: Al Bertani; Chicago Leadership Academies for Supporting Success

Coaching Is Conveyance

“To coach means to convey a valued colleague from where he or she is to where he or she wants to be.”

From *Cognitive Coaching*; Costa and Garmston; Christopher-Gordon Publishers; 1994

Cognitive Coaching Goals

- 1. Trust** Assured reliance on the character, ability, or strength of someone
- 3. Learning** Engagement and transformation of mental processes
- 3. Holonomy** Individuals acting autonomously while acting interdependently

Adapted from *Cognitive Coaching*; Costa and Garmston; Christopher-Gordon Publishers; 1994

Functions and Duties of Mentors and Coaches

- | | |
|----------------------|--|
| <i>Advising</i> | The mentor responds to a colleague's need to gain the information that is needed to carry out a job effectively. |
| <i>Communicating</i> | The mentor works consistently in order to ensure that open lines of communication are always available. |
| <i>Counseling</i> | The mentor provides needed emotional support to a colleague. |
| <i>Guiding</i> | The mentor works to acquaint a new colleague with the informal and formal norms of a particular system. |

Source: *Leaders Helping Leaders*; John C. Daresh; Corwin Press; 2001

The Planning Conversation for Coaching

- Clarify Goals
- Determine Success Indicators
- Anticipate Approaches, Strategies, and Decisions
- Identify the Data to Support Self-Assessment
- Provide Feedback about the Coaching Session

Adapted from *Cognitive Coaching*; Costa and Garmston; Christopher-Gordon Publishers; 1994

Coaching Set-Asides

- Autobiographical
- Inquisitive
- Solutions

Adapted from *Cognitive Coaching*; Costa and Garmston; Christopher-Gordon Publishers; 1994

Creating The Conditions For Success



Creating the Conditions for Success

Focus and Continuity

- + The price of implementing too many new practices simultaneously
- + The price of frequently adopting and abandoning programs and initiatives

Coaching works best when schools and districts have a sustained focus on a few high-leverage strategies.

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Creating the Conditions for Success

A Learning-Friendly Culture

- + When teachers feel respected and free to take risks, they will be more willing to learn and experiment
- + When teachers feel they are punished more than praised, their desire to learn may decrease.

Teachers who work in learning-friendly cultures will be much more likely to collaborate with coaches.

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Creating the Conditions for Success

Principal Support

- + Attend coaching workshops
- + Observe coaches at work
- + Reinforce the importance of coaching for learning
- + Understanding what teachers are saying to coaches
- + Meeting frequently with coaches

Principal support is a vital source of energy for coaching to succeed.

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Creating the Conditions for Success

Clear Roles

- + Coaches are peers providing support – not administrators
- + Principals maintain responsibility for teacher evaluation

Clarity about roles minimizes conflict and confusion – principals hold teachers accountable and coaches provide support.

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Creating the Conditions for Success

Protecting the Coaching Relationship

- + Coaching works best when teachers want to – not when they are forced to...
- + When principals offer coaches as a growth option, the coaching relationship is preserved...

Coaches should be served as a lifeline rather than a punishment.

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Creating the Conditions for Success

Time

- + Ensure that coaches are not asked to engage in non-coaching responsibilities
- + Demonstrate a high value in coaching by protecting time for coaching

Having sufficient time for coaching conversations is the single most powerful way to increase effectiveness of coaching.

Adapted from *Coaching*; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Creating the Conditions for Success

Continuous Learning

+ Coaches and principals should “walk the talk” by continuously working to improve their practice

+ Coaches need deep knowledge about content, communication skills, and coaching practices

Coaching should be extended to coaches and principals to help support their on-going growth and development.

Adapted from Coaching; Jim Knight;
Journal of Staff Development; National Staff Development Council
Winter 2009

Partner Interviews Resource

1. Starter questions to generate meaningful conversations...
2. Questions about teachers' current realities...
3. Questions about students' current realities...
4. Questions about the school's current reality...
5. Questions about changes being experienced...
6. Questions about instructional practices...
7. Questions about a desired future...
8. Questions about professional development...

Drawn from Conversations Can Kick-Off the Coaching; Jim Knight; Teachers Teaching Teachers; March 2007

Thank You for Your Participation



If you would like additional information, please feel free to contact:

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