COACHING – SHARPENING OUR SAWS

Reading First Regional Coaches Meeting
November 2008
Reflect

- List the activities that you routinely do as part of your coaching or teaching assignment.

- Put a ★ by the activities that have the greatest effect on student achievement and build collaborative relationships.

- Compare your list with the teacher/coach from your school.
In 2004 Dole defined a coach as someone who “supports teachers in their daily work,” both informally (engaging in conversations, participating in study groups) and more formally (modeling, co-teaching lessons, conducting lesson studies with teachers).

On average, coaches spent 26 percent of their work week actually coaching teachers: observing teachers, providing feedback, demonstrating lessons, or training groups of teachers.

The other 72% of the time was spent on data and assessments, meetings, student interventions, documentation and other tasks.
Surveys from Idaho

Teacher Survey
Coach Survey

Discussion: What does the data indicate about how coaches in Idaho spend their time? Is there a difference between the coaches perceptions and the teachers perceptions? How close are we to the goal of 75% of our time being spent coaching?
# The Power of Coaching

(% of staff)

<table>
<thead>
<tr>
<th>Training Steps</th>
<th>Knowledge Mastery</th>
<th>Skill Mastery</th>
<th>On-the-Job Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>20-30%</td>
<td>10%</td>
<td>2-5%</td>
</tr>
<tr>
<td>Plus Demonstration</td>
<td>30-50%</td>
<td>10-30%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Plus Practice and Feedback</td>
<td>50-70%</td>
<td>40-70%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Plus Coaching</td>
<td>90%</td>
<td>90%</td>
<td>80-90%</td>
</tr>
</tbody>
</table>

Adapted from Joyce, B. & Showers, B. *Student Achievement through Staff Development: Fundamentals of School Renewal*. Longman, 1995
Roadblocks

- Coaches list the things that get in the way of doing coaching.
- Teachers list the things that get in the way of working with your coach.
Coaches list the things that get in the way of doing coaching.

Teachers list the things that get in the way of working with your coach.

Cross out the activities that you have no control over. Circle the activities that you can control.
CHANGE IS A PROCESS, NOT AN EVENT.
Using three large Sticky Notes, write down three quotes that you have heard from teachers about implementing the reading program in your school.
Stages of Concern

0 - **Awareness** - Little concern or involvement
Stages of Concern

1 - **Informational** - A general awareness of the innovation and interest in learning more detail. The person seems to be unworried about himself/herself in relation to the change. Interests are in substantive aspects of the change such as general characteristics, effects, and requirements for use.

2 - **Personal** – Individual uncertain about the demands of the change, his/her adequacy to meet those demands, and his/her role with the innovation.

3 - **Management** - Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. This stage centers around tasks or implementation concerns.
Stages of Concern

4 - **Consequence** - Attention is focused on the impact the change or innovation has on the students. This focus is on relevance of the innovation of the students, evaluation of the outcome & changes needed to increase student outcomes.

5 - **Collaboration** – The focus is on coordination and cooperation with others regarding the use of the innovation to better student achievement.
6 - **Refocusing** - The focus is on the exploration of more universal benefits from the innovation including the possibility of major changes with more powerful alternative.
Apply

- Discuss the quotes with your table and determine the Level of Concern.
- Place the Sticky Notes under the appropriate Level of Concern.
Apply to your staff.

Analyzing Stages of Concern and Levels of Use

List three teachers on your staff. Determine their Stages of Concern.
Levels of Use

0 – Nonuse
1 – Orientation
2 – Preparation
3 – Mechanical Use
4A – Routine
4B – Refinement
5 – Integration
6 – Renewal

Implementing Change; Patterns, Principles, and Potholes. Hall & Hord, 2001
Jill Jackson, Tri-State advanced Coaches Training, Jackson, WY September 2008
Apply to your staff.

Analyzing Stages of Concern and Levels of Use

- Determine the Levels of Use for the teachers on your list.
- Based on the Stage of Concern and the Level of Use, how will you approach each teacher. What will interest them enough to move to the next level of concern?
- What action will you take?
Side-by-Side Coaching

Complete the KWL Chart about Side-by-Side Coaching.

Handout

KWL Chart
The Coaching Cycle

Pre-Observation Conversation

The Event

Post Conversation
Side-by-side Coaching Script

**Student Focus**
1. Let’s pause for a moment.
2. Praise the students and the teacher. Provide an assignment.

**Coaching Solution**
3. The students were…. It’s important that the students….
4. The reason this is important is…. (refer to the purpose)

**Purpose**
5. Let’s teach the students to…. I’ll *model* it first. Pay special attention to….
6. Now, you teach the students to…. As teachers we want to make sure….
7. Great job! Did you notice how the students….

Frances Bessllieu, Tri-state Advanced Coaches Institute, Jackson, WY. September 2008
Side-by-Side Coaching Demonstration
Practice Side-by-Side Coaching

- Fill in the coaching script.
- Practice with your partner
- Demonstrate for the whole group
Thank you!