



PENNSYLVANIA INSTITUTE FOR
INSTRUCTIONAL COACHING

A partnership of the Annenberg Foundation and
the Pennsylvania Department of Education

Coaching 101

Everything you wanted to know about PIIC but were afraid to ask!

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5 key terms/phrases you will hear during this presentation...

- **BDA cycle of coaching**
- **PIIC 4 quadrant framework**
- **Collaboration**
- **Building relationships**
- **Job-embedded professional learning**

January 2013

Goals for the day...

- To understand the power of one-on-one coaching and building relationships
- To take a learning walk through the B, D, A cycle of confidentiality, consultation, collaboration, and collective problem solving
- To recognize the importance of reflective practice

January 2013

In your group...

Please Do Now

- **What do you think are the three most important qualities of an effective instructional coach?**
- **Turn and talk to your partner.**

January 2013

Turn and Talk...

“Coaches have the capacity to question and instill curiosity and doubt, thereby generating dissonance essential to promote change.” (Knight)

How does a coach reinforce appropriate dissonance and reduce disruptive dissonance?

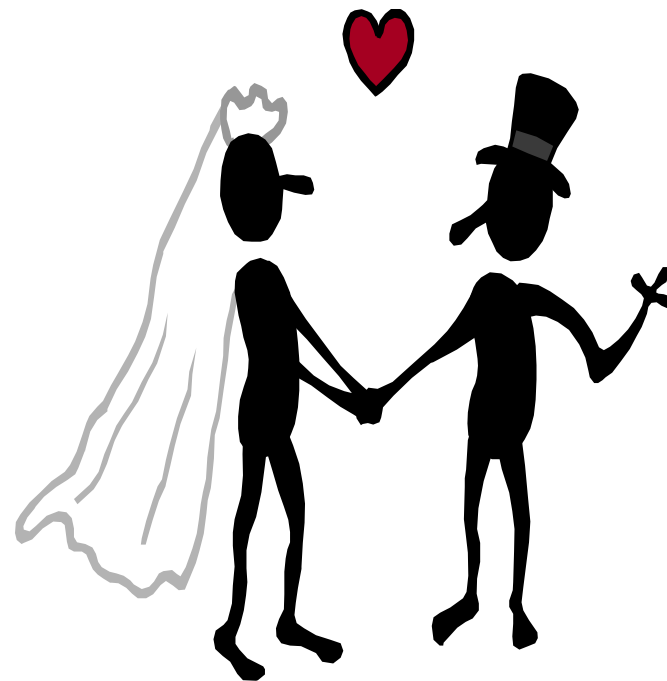
4 C's of the Coaching Cycle...

1. **Communication**
2. **Collaboration**
3. **Collective problem-solving**
4. **Confidentiality**

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Collaborative Partnership is Like a Good Marriage...

- Listen with intent to understand.
- Respect other's points of view.
- Acknowledge a person's right to choose.
- Listen more than you talk.
- Support partner in achieving his/her goals.
- Lose the ego!



What a Coach is **NOT**...

- Evaluator
- Supervisor
- “The Expert”
- A “Whistle Blower”
- The “Fixer”
- A Substitute



What do we really want to talk about...

Who? *Am I supposed to support?*

What? *Can I do when my colleagues are unsure of my intentions?*

When? *Can I expect my colleagues to accept me as a confidante?*

Why? *Don't my colleagues share my thinking?*

How? *Do I know if I am being reflective?*

Issues: Reflection and Dialogue



| ISSUE | NOTES |
|---|-------|
| Identify the specific results you want from your work with teachers. | |
| List the most pressing issues you are facing right now. | |
| Share a recent success and what you did that contributed to that success. | |
| Explain a current coaching challenge and the strategies you used to address it. | |

PIIC's cycle of effective instructional coaching is based on these core elements...

- 1. Working one-on-one and in small groups to support teachers, coaches and other school leaders;**
- 2. Focusing on collecting, analyzing and using data to assess student needs;**
- 3. Using evidence-based literacy practices across all content areas;**
- 4. Supporting reflective and non-evaluative practice for teachers, administrators, coaches, and mentors**

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Turn and talk...

As a coach, how can you support teachers and administrators in each of the three stages of the BDA cycle of consultation?

Before

(In what ways can I help in the planning stages?)

During

(How do I help provide in-class support?)

After

(What techniques/ advice can I share to help teachers debrief?)

The BDA Coaching Cycle

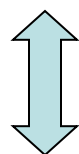
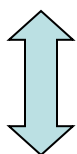
Before



During



After



- *Pre-conference for planning successful instruction w/ individuals or team of teachers*

- *co-teaching*
- *modeling*
- *visiting*
- *note taking*

- *offering feedback through reflective and non-evaluative conferences*

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Pre-Conference Planning (Before)

An instructional coach works collaboratively with the teacher to . . .

- identify the focus for the visitation
- review instructional goals and materials
- clarify the coach's role during the classroom visitation
- co-construct visitation form
- identify what the teacher should watch for during a model lesson
- establish a time for debriefing



Classroom Visitation (During)

Based on the pre-conference, the coach and the teacher agree to one of the following:

- **Coach models a lesson/strategy with an identified area of focus for the teacher**
- **Teacher and Coach co-teach**
- **Coach watches the teacher and collects data using the co-constructed form**

As I watch you...

The coach provides feedback for the teacher based on the teacher's identified focus. The coach...

- Uses the co-constructed visitation form to collect data related to the identified focus areas
- Respects the parameters of the visitation protocol
- Ensures that data collected is objective and non-evaluative
- Reminds the teacher of the debriefing appointment

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Debriefing (After)



- The debriefing is most effective when both parties have had an opportunity to reflect and prepare their thoughts
- The lesson is reviewed by discussing the areas of focus agreed upon in the “before” or planning stage
- The instructional coach and teacher discuss student engagement and how students responded to the lesson
- The coach helps the teacher recognize the areas of strength and areas of need in that lesson



Weekly Coach Reflection Tool

Week beginning:

What evidence of implementation do you see in the following PIIC core elements?

| | |
|---|---|
| <p>1. One on one and small group support: <i>How did you provide one-on-one and small group support to teachers? Describe your work with school administrators, departments, and PLCs. How did your mentor provide support to you?</i></p> | <p>2. Collecting, analyzing, & using data to identify student needs, assess changes in instructional practice and measure student progress: <i>What types of data did you collect or analyze to support your efforts with teachers? Did you use the data in a "B, D, or A" session?</i></p> |
| | |
| <p>3. Evidence based literacy practices and research-based instructional techniques: <i>How did you support the use of evidence based literacy practices and research-based instructional techniques with teachers?</i></p> | <p>4. Reflective and non-evaluative practice: <i>How did you reflect on and in your coaching practices this week? How did teachers reflect with you? How did you reflect with your mentor?</i></p> |
| | |

1. One on one and small group support: *How did you provide one-on-one and small group support to teachers? Describe your work with school administrators, departments, and PLCs. How did your mentor provide support to you?*

- **Visited w/ Ms. Teacher without the benefit of a pre-conference; visiting without preparation is uncomfortable to me. I don't feel like the teacher and I shared a clear vision for the class lesson.**
- **Student engagement was negative and the teacher was clearly struggling; the students were out of control. She wanted to discuss the class at the end of the day but was clearly too upset to reflect in a productive way.**
- **She asked me to come in again the next day to model best practices; I declined because we didn't set up a time for a pre-conference to determine the areas of focus.**
- **Will talk to my mentor tomorrow to discuss strategies for helping Ms. Green understand the purpose of a "B."**

2. Collecting, analyzing, & using data to identify student needs, assess changes in instructional practice and measure student progress: *What types of data did you collect or analyze to support your efforts with teachers? Did you use the data in a "B, D, or A" session?*

- The “B” or pre-conference started with the teacher explaining evidence of student engagement from the previous day and then the teacher’s first-time use of text rendering in the “B” part of the cycle. The teacher clearly understands setting goals and the importance of collecting evidence to support efficacy.
- We discussed the plans for the next day and generated a list of what I (coach) would do during the class. The teacher wanted to distribute post-it notes to all students and assign a reading from the text. Students were to indicate three things: 1) a text reference of something already known or familiar (“This reminds me of...”); 2) a text reference of something unknown or new (“ I never knew that...”); 3) a *fuzzy* (“I am still unclear about...”). This teacher understood the goal of text rendering, prepared well and anticipated the kinds of comments/questions students would ask.
- The teacher recognized that the next steps were to use the post-it notes to determine how and what kind of differentiated support was needed.
- I need to ask my mentor how to help this teacher move from creating activities to developing students’ collective problem solving skills

3. Evidence based literacy practices and research-based instructional techniques: *How did you support the use of evidence based literacy practices and research-based instructional techniques with teachers?*

- **Teachers and administrators are now setting mastery goals;**
- **As a coach, I am working with administrators to co-design and deliver professional learning that is relevant, tied to PACC, and addresses student needs according to the students' benchmark assessments;**
- **I am using the SAS portal to show teachers how to access both curricula and best practices to address the student needs and then accessing assessments so we can use a variety of ways to measure student progress.**

4. **Reflective and non-evaluative practice:** *How did you **reflect on** and **in** your coaching practices this week? How did teachers reflect with you? How did you reflect with your mentor?*

I reflected on my one-on-one classroom visits and tried to determine what changes I noticed since the last time I visited those teachers and classrooms. One thing that stood out for me was my principal's comment this week: "Targets aren't good unless they're real. We need to be transparent and not be afraid of results that might be negative. We can't work on them unless we're transparent." I thought that comment demonstrated the administration's willingness to review the data up close and personal and to problem-solve around real issues. This is quite a change from last year's experience at my school. I need to talk to my mentor to help focus on next steps with using the data and working as a team.

Written conversations Protocol...

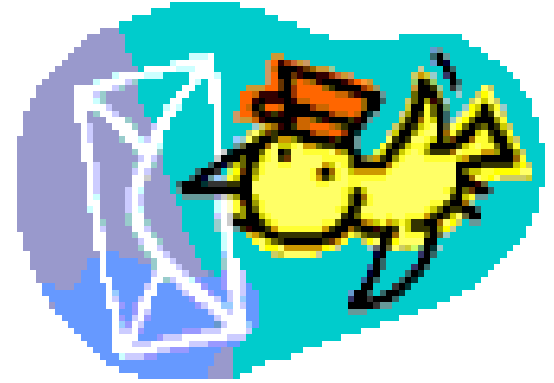


What is the most challenging aspect of your coaching responsibility so far this year?

- Complete the # 1 quadrant; 30 seconds
- Pass notes; read and respond to the previous comment and add to the discussion in the # 2 quadrant; 1 minute
- Pass notes again and respond to all that's written in the # 3 quadrant; 2 minutes
- Pass notes one more time and respond in the # 4 quadrant; 3 minutes



Ticket out the Door



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**INSTRUCTIONAL COACHING
RESOURCE GUIDE**

instituteforinstructionalcoaching.org

January 2011