

Impact Coaching Participant Guide



Impact Coaching



TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM

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Impact Coaching

75,600

Outcomes

- ▶ To continue integrating the ideals and practices of coaching throughout the “school” community
- ▶ To cultivate a culture of growth, development, support, and coaching that is intentional
- ▶ To individually and collectively align our *skills, knowledge, and responsibilities* to the role of the coach
- ▶ To enhance planning, reflecting, problem-solving, and instructional capabilities for self and others
- ▶ To embed the coaching principles into teaching and learning as an ultimate self-directed process

Norms

- ▶ Participate whole-heartedly
- ▶ Identify opportunities to connect this work personally and professionally
- ▶ What is said here stays here; what is learned here leaves here
- ▶ Professional use of technology
- ▶ Follow the 80/20 rule
- ▶ Other?

Impact Coaching Idea:

An instructional coach must be an expert in building relationships, even with those teachers who resist change. Providing continuous assistance until the skill has been learned, practiced and sustained is essential. A coach’s interaction with a teacher occurs for short periods of time. Such interaction provides help and assistance based on information gleaned through assessment and observation where teacher behavior is changed. (Knight, 2007)

Robert Quinn: *Deep Change* *Slow Death*

We have a choice; we can change and grow or we can experience slow death, according to Robert Quinn, a professor of business at the University of Michigan. In his book, *Deep Change*, Quinn discusses how individuals and organizations can bring about transformational changes that help create excellence and alter the culture of organizations. This is the essence of deep change.

In our world of constant change, we see “slow death” manifest itself. What are some phrases that contribute to this phenomenon? “Don’t rock the boat.” “We’ve been here before.” “There’s no need to change.” “Denial...excuses... chaos.... ”

Staying in our comfort zones represents the path of least resistance. Changing is far more difficult. Leadership comes from influence. We’ve all heard the phrase, “you’re not leading if no one is following.”

One key to successful leadership is continuous personal change. Personal change is a reflection of our inner growth and empowerment. Empowered leaders are the only ones who can induce real change. They can forcefully communicate beyond a level beyond telling. By having the courage to change themselves, they model the behavior they are asking of others.

The hero’s journey is a story of individual transformation, a change of identity. In embarking on this journey, we must leave the world of certainty. We must courageously travel to a strange place where there are lots of risks and much is at stake, a place where there are new problems that require us to think in new ways.

Why Coaching as a Model for Growth and Development?

The Role of the Coach...



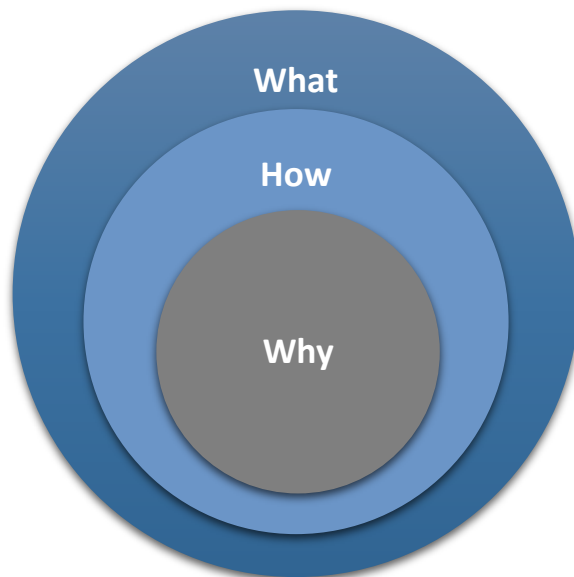
Imagine the Impact

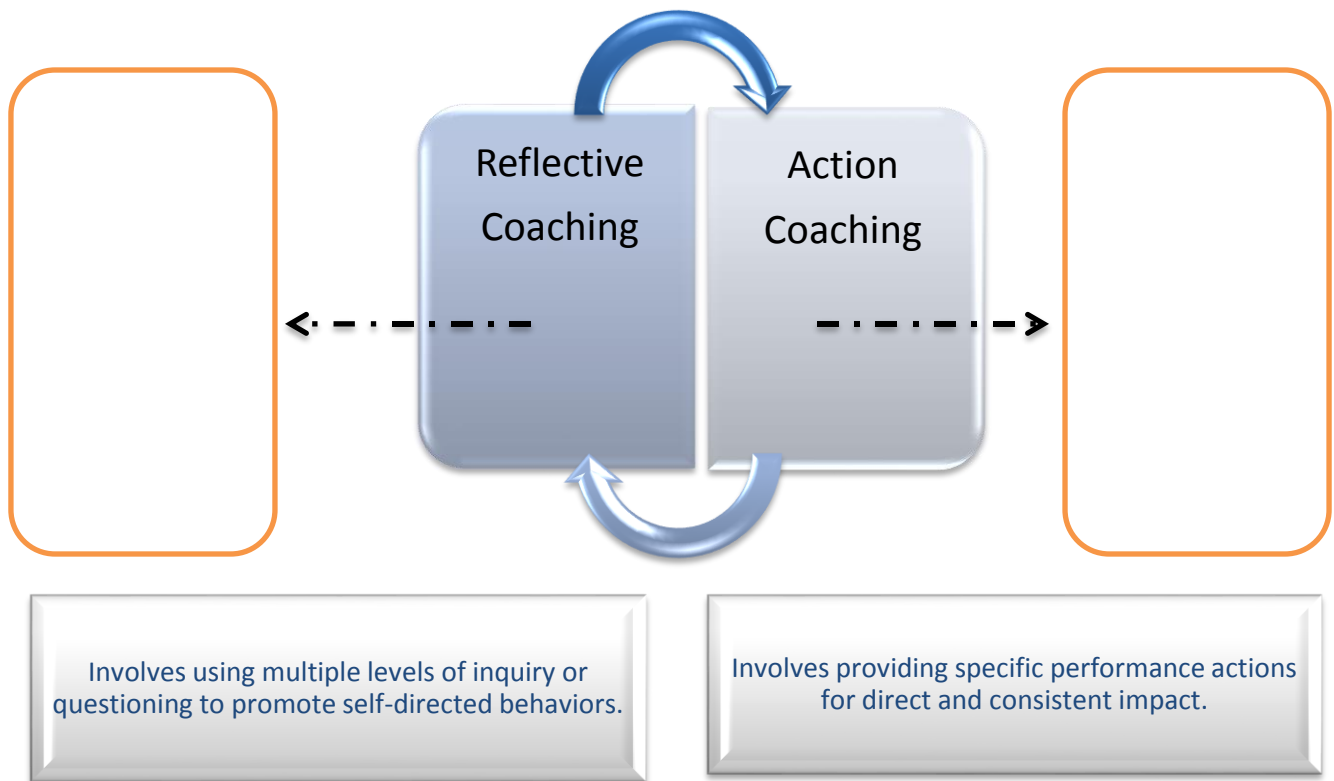
Get Better Faster – Paul Bambrick-Santoyo

- ▶ The purpose of instructional leadership is not to evaluate teachers, but to develop them.
- ▶ Great instructional leadership isn't about discovering master teachers ready-formed. It's about coaching new teachers until the masters emerge.
- ▶ You can't make practice perfect until you define what perfect looks like.
- ▶ Practice doesn't make perfect, but perfect practice does.
- ▶ Contenders practice until they get it right. Champions practice until they cannot get it wrong.

Golden Circle

– Simon Sinek





Core Values and Beliefs

- ▶ Given your leadership role, what are your core values and beliefs about developing and supporting others?
- ▶ Consequential Actions: *As a result of my beliefs, this is what I do to develop and support others...*

Clock Partners

3:00 Partner _____

6:00 Partner _____

9:00 Partner _____

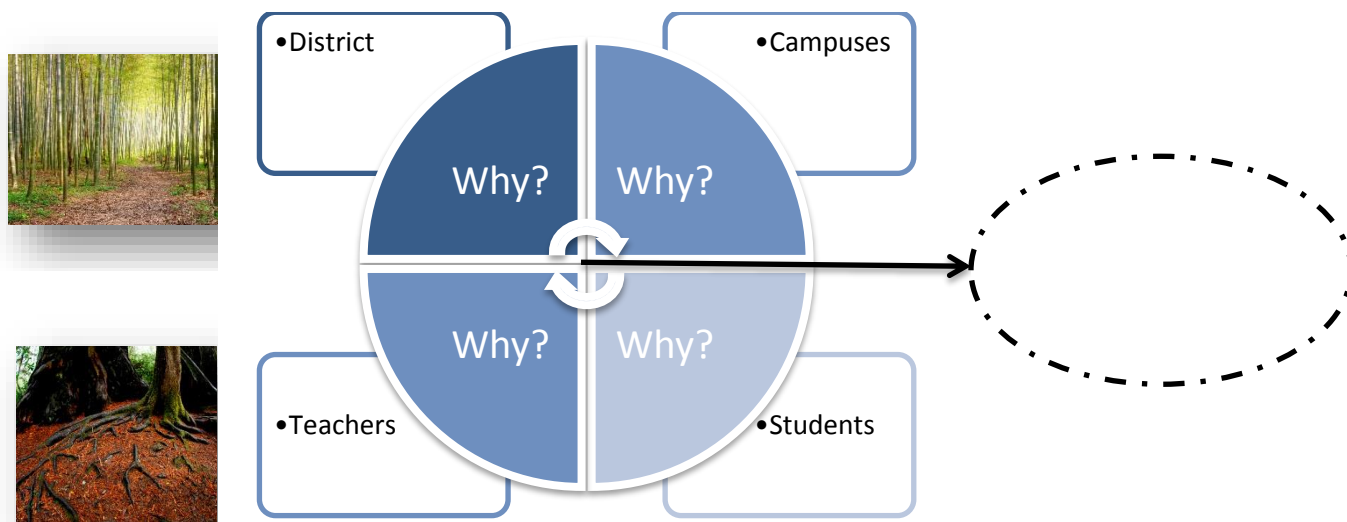
12:00 Partner _____



Impact Coaching Idea:

Instructional coaches follow a routine protocol when working with teachers ... observation, pre-conference, demonstration, and reflection/post-conference. This continuous cycle affords the teacher time to observe demonstrations and practice the new skills. In addition, the coach and teacher engage in reflective discussions and plan action steps for growth and change. It is a partnership based on trust. (Knight, 2007)

Coaching as a Systemic Model



Why is a deeply rooted, intertwined district level systemic approach to coaching necessary to ensure the success and sustainability of staff growth and effectiveness?

Are you the bamboo, the redwood, or both? Why?

Identity Roles

Role Identity	Orientation	Communicates...	Language/Response
Parent	Protector, Guardian, Fosters Dependency: I want you to be successful and invested in my values.	I am wise and experienced. This is a dependency relationship with reciprocated caring.	<i>"I have lots of experience organizing field trips, so let me take care of the plans for you."</i>
Response:			
Expert	Instructor, Specialist: Transmits expertise. I want you to develop correct and appropriate performance.	There is a certain way to do things. Expertise is hierarchical. Authority is related to knowledge and skill.	<i>"You need to see this museum and visit exhibits 1-5, because they are the most important ones needed to teach that concept."</i>
Response:			
Friend	Advisor, Confidant: I want us to develop and maintain companionship and friendship.	We have a relationship. The relationship is of primary value and must be protected.	<i>"I would love to go along with you on the field trip – I would enjoy sharing the experience."</i>
Response:			
Boss	Authority Figure: I expect compliance. I am responsible for success or failure.	I am responsible. Power comes from position. I am required to direct, control, and own final responsibility.	<i>"Since I need to be sure you know how to take responsibility for everyone's safety and since there are many issues to consider, let's set a time to discuss it. I'll make the final decision about the time and place for you."</i>
Response:			
Coach	Co-Learner: We have an interdependent relationship in which you support my learning, and I yours.	Resources are internal. Each of us has the capacity to self-mediate and self-modify. There are many ways to do this.	<i>"As you think about the learning outcomes you have identified for the field trip, what possible sites could you visit to accomplish these goals?"</i>
Response:			

Source: Modified from Cognitive Coaching

Reflection

- ▶ What are the potential results if we stay in the first four identities?
- ▶ Which role do you gravitate toward? Why?
- ▶ How do others see you?
- ▶ What is the impact on the relationship and performance when we assume the role of the “coach”?

Impact Coaching Competencies

(Adapted from International Coach Federation Core Competencies www.CoachFederation.org)

Begin with the end in mind

Mutual Respect, Trust, Rapport and Relationships	Active Listening	Paraphrasing and Summarizing
Powerful Questions	Coaching Presence	Reframing and Shifting
Creating Awareness and Consciousness	Actions and Outcomes	Progress, Impact, and Accountability

Impact Coaching Self- Assessment

<p>1. Mutual Respect, Trust, Rapport, Relationships <i>This coaching competency includes the ability to create an environment that is safe, supportive, and reflective of Mutual Respect, Trust, Rapport, and Relationships.</i></p>	<p>As a coach, I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show genuine concern for the coachee’s well-being, including current and future practices. <input type="checkbox"/> Demonstrate respect at all times. <input type="checkbox"/> Am “in check” with what my nonverbal behaviors communicate. <input type="checkbox"/> Continuously demonstrate personal integrity, honesty and sincerity in supporting growth. <input type="checkbox"/> Establishes clear agreements and keep promises. <input type="checkbox"/> Demonstrate respect for the coachee’s perceptions, learning style, and personal being. <input type="checkbox"/> Establish and maintain trust and am trustworthy. <input type="checkbox"/> Set aside judgment. <input type="checkbox"/> Provide ongoing support for and champion new behaviors and actions, including those involving risk taking and fear of failure, as a means of refining each coachee’s skills, knowledge and responsibilities.
<p>2. Active Listening <i>This coaching competency includes making a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.</i></p>	<p>As a coach, I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Look at the coachee/speaker directly. <input type="checkbox"/> Put aside distracting thoughts. <input type="checkbox"/> Avoid being distracted by environmental factors and side conversations. <input type="checkbox"/> "Listen" to the coachee’s body language. <input type="checkbox"/> Organize the thoughts as I listen. <input type="checkbox"/> Attend to the coachee and the coachee’s agenda and not to my agenda for the coachee. <input type="checkbox"/> Hear the coachee’s concerns, goals, values and beliefs about what is and is not possible. <input type="checkbox"/> Distinguish between the words, the tone of voice, and the body language. <input type="checkbox"/> Summarize, paraphrase, reiterate, and mirror back what the coachee has said to ensure clarity and understanding. <input type="checkbox"/> Encourage, accept, explore and reinforce the coachee’s expression of feelings, perceptions, concerns, beliefs, suggestions, etc. <input type="checkbox"/> Integrate and build on the coachee’s ideas and suggestions. <input type="checkbox"/> Understand the essence of the coachee’s communication and help the coachee get there rather than engaging in long, descriptive stories. <input type="checkbox"/> Allow the coachee to vent or "clear" the situation without judgment or attachment in order to move on to next steps.
<p>3. Paraphrasing and Summarizing <i>This coaching competency includes the ability to clarify and gain insight about the emotion and meaning behind what was stated and rephrase it back to the speaker.</i></p>	<p>As a coach, I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend fully. <input type="checkbox"/> Listen with the intent to understand. <input type="checkbox"/> Capture the essence of the message. <input type="checkbox"/> Reflect the essence of voice, tone, and gestures. <input type="checkbox"/> Paraphrase before asking a question. <input type="checkbox"/> Address the emotions before content when emotions are present. <input type="checkbox"/> Understand and apply the three types of paraphrasing.

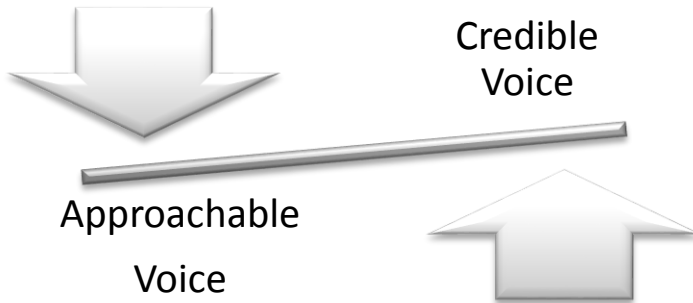
<p>4. Powerful Questions <i>This coaching competency focuses on how the supervisor crafts and asks questions that facilitate thinking, reflection, and action.</i></p>	<p>As a coach, I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask open-ended questions that create greater clarity, possibility or new learning. <input type="checkbox"/> Ensure the questions are non-judgmental. <input type="checkbox"/> Understand and am cognizant about presuppositions. <input type="checkbox"/> Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship, coachee, and students. <input type="checkbox"/> Ask questions that reflect active listening and an understanding of the coachee’s perspective. <input type="checkbox"/> Ask questions that evoke discovery, insight, commitment or action (e.g., those that challenge the coachee’s assumptions). <input type="checkbox"/> Ask questions that move coachees toward what they desire, not questions that ask for the coachee to justify or look backward. <input type="checkbox"/> Ask questions that focus on refining practices at higher performance levels of the T-TESS/T-PESS Rubric.
<p>5. Coaching Presence <i>Ability to be fully conscious and create a spontaneous relationship with the coachee, employing a style that is open, flexible, and confident.</i></p>	<p>As a coach, I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Am present and flexible during the coaching process. <input type="checkbox"/> Access my own intuition and trust my inner knowing--"go with the gut." <input type="checkbox"/> Am open to not knowing and to taking risks. <input type="checkbox"/> See many ways to work with the coachee and chooses in the moment what is most effective. <input type="checkbox"/> Use humor effectively to create lightness and energy. <input type="checkbox"/> Confidently shift perspectives and experiment with new possibilities for own action. <input type="checkbox"/> Demonstrate confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by the coachee’s emotions.
<p>6. Reframing and Shifting <i>Ability to facilitate reframing and shifting to help others to see things differently and, as a result, come to different, more empowering conclusions or feelings about the event or experience.</i></p>	<p>As a coach, I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reframe or shift a situation for the coachee to provide a new perspective and, with it, new possibilities. <input type="checkbox"/> Reframe and articulate to help the coachee understand from another perspective what he/she wants or is uncertain about. <input type="checkbox"/> Offer and invites more and varied ways for coachees to consider the problems they are facing and to find new ways to meet the challenges.
<p>7. Creating Awareness and Consciousness <i>Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the coachee to gain awareness, and thereby achieve agreed-upon results.</i></p>	<p>As a coach, I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Go beyond what is said in assessing the coachee’s concerns, not getting hooked by the coachee’s description. <input type="checkbox"/> Invoke inquiry for greater understanding, awareness, and clarity. <input type="checkbox"/> Identify for the coachee his/her underlying concerns; typical and fixed ways of perceiving himself/herself and the world; differences between the facts and the interpretation; and disparities between thoughts, feelings, and action. <input type="checkbox"/> Help coachees to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.

	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate broader perspectives to coachees and inspire commitment to shift their viewpoints and find new possibilities for action. <input type="checkbox"/> Help coachees to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background). <input type="checkbox"/> Express insights to coachees in ways that are useful and meaningful for the coachee. <input type="checkbox"/> Identify major strengths vs. major areas for learning and growth, and what is most important to address during coaching. <input type="checkbox"/> Ask the coachee to distinguish between trivial and significant issues and situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done.
<p>8. Actions and Outcomes <i>This coaching competency involves coaching and supporting others in taking actions that lead to realizing goals and outcomes.</i></p>	<p>As a coach, I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assist in defining and designing actions; engage others in exploring ideas and solutions; confront and embrace shortfalls; support others' self-discipline and accountability for outcomes and results; and celebrate successes and growth. <input type="checkbox"/> Clearly coach actions that will move the coachee toward his/her stated and agreed-upon goals and outcomes. <input type="checkbox"/> Demonstrate follow-through by asking the coachee about those actions that he/she committed to during the previous conversations. <input type="checkbox"/> Promote the coachee's self-discipline and holds him/her accountable for actions, for the results of an intended action, or for a specific plan with related time frames. <input type="checkbox"/> Engage the coachee to explore alternative ideas and solutions, to evaluate options, and to make related decisions. <input type="checkbox"/> Celebrate the coachee's successes and capabilities for future growth.
<p>9. Progress, Impact, and Accountability <i>This coaching competency includes the ability to hold attention on what is important for the coachee, and to leave responsibility with the coachee to take action.</i></p>	<p>As a coach, I:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly request additional actions that will move the coachee toward his/her stated goals. <input type="checkbox"/> Demonstrate follow-through by asking the coachee about those actions that the coachee previously committed to, including data and evidence to show progress and impact. <input type="checkbox"/> Focus on the plan of action, but am also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions. <input type="checkbox"/> Promote the coachee's self-discipline while establishing accountability for actions, timelines, results, and impact or subsequent actions. <input type="checkbox"/> Positively confront the coachee with the fact that he/she did not take agreed-upon actions and determine next steps.

Adapted from International Coach Federation Core Competencies www.CoachFederation.org

Listening Set-Asides

⊗ Autobiographical	
⊗ Solution	
⊗ Inquisitive	



Credible Voice	Approachable Voice

Paraphrasing and Summarizing

Paraphrases fall into one of three logical levels of responses:

1. **Acknowledge and Clarify:** Provides opportunities to validate and calibrate our understanding of emotions and the content presented in the conversation.
2. **Summarize and Organize:** Includes taking the content presented in the conversation and summarizing/organizing it into themes and containers.
3. **Ladder of Abstraction** (shift the focus to higher or lower logical level): For global thinkers, shifting the logical level down grounds their thinking in specific examples and details. For those who think in highly sequential and concrete patterns, the shift up to a higher level helps them to explore the bigger picture and provides a broader context for thinking and problem solving. This paraphrase allows the speaker/teacher to flex their style.

Acknowledge and Clarify

Summarize and Organize

Ladder of Abstraction

Levels of Emotions and Coaching

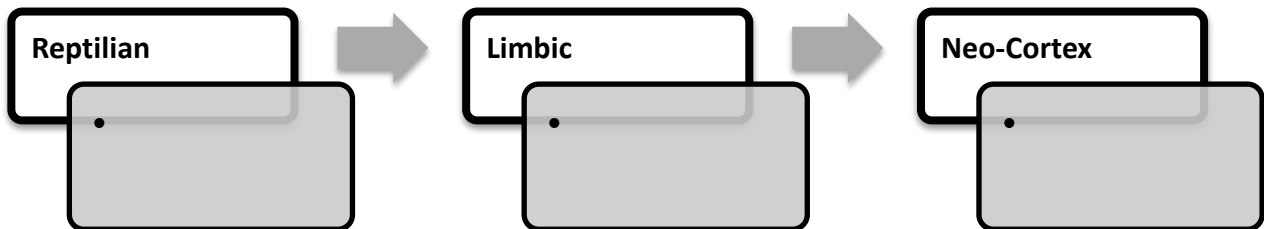
Emotions before content when emotions are present!



All emotions use the body as their “theatre,” but emotions also affect numerous brain functions. In a typical emotion, regions of the brain send commands to other regions of the brain and to almost every area of the body through chemical and neural responses. Emotions may be expressed verbally or through other physical changes. Voice, posture, breathing, gestures, muscular tone, skin tone, and color are among some of these changes. While the coach may not know the meaning of each behavioral change, this information does signal that a change has occurred. Emotions both regulate and represent body states. The coach is attentive to emotional language and physical changes that signify emotions are present.

“Your brain can be compared to an automatic transmission. When the going gets tough (e.g., situations of trauma, crisis, or any type of fear) your brain automatically downshifts to help you get through. In situations of trauma, crisis, or any type of fear, the brain downshifts in an attempt to access functions that promote safety.” We often refer to this as the “fight or flight” theory.

The Triune Brain helps us understand how thoughts and actions are affected.



Source: Adapted from Cognitive Coaching and A. Taylor, PhD.

Powerful Questions

Elements of Powerful Questions	Powerful Question Types
<ul style="list-style-type: none"> ▪ Open-ended ▪ Nonjudgmental ▪ Positive presuppositions ▪ Plural nouns ▪ Include tentative language ▪ Guide discovery and dialogue ▪ Invite complex thinking and reflection ▪ Elicit ideas ▪ Uncover meaning ▪ Evoke more questions ▪ Explore creativity, ideas and new possibilities ▪ Generate energy and forward movement in taking action ▪ Foster self-directed learning 	<ul style="list-style-type: none"> ▪ Thinking and reflection ▪ Anticipation ▪ Clarification ▪ Elaboration ▪ Probing ▪ Outcomes ▪ Evaluation ▪ Hypothetical/for instance/predictions ▪ Implementation/taking action/planning ▪ Summarizing/concluding ▪ Integration ▪ Shift Perspective ▪ Focus Attention ▪ Lead to Insight ▪ Lead to possibilities and solutions ▪ Other

Layers of Questions

- Intonation
- Syntax
- Presuppositions

Question Syntax	Cognitive Response
How might the lesson be different if....?	
What are some options for ...?	
When students were engaged, what was happening?	
What is the difference between lesson structure and pacing?	

Pre-suppositions

Current/Presupposition	Revised
Have you been able to generate a goal? <i>Presupposition:</i>	
What could you have done to make it more successful? <i>Presupposition:</i>	
Why did you do it that way? <i>Presupposition:</i>	
Why don't you try this strategy? <i>Presupposition:</i>	
How can I help you improve? <i>Presupposition:</i>	

T-TESS Domains and Dimensions

The following is a portion of the T-TESS Rubric. For a complete version visit <https://teachfortexas.org>

PLANNING					
Standards and Alignment (Dimension 1.1)					
Dimension 1.1 Standards and Alignment:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p> <p>Standards Basis: 1A, 1B, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes</p>	<ul style="list-style-type: none"> All rigorous and measurable goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are logically sequenced are relevant to students' prior understanding and real-world applications integrate and reinforce concepts from other disciplines provide appropriate time for student work, student reflection, lesson and lesson closure deepen understanding of broader unit and course objectives are vertically aligned to state standards are appropriate for diverse learners Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> All measurable goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced are relevant to students' prior understanding integrate other disciplines provide appropriate time for student work, lesson and lesson closure reinforce broader unit and course objectives are vertically aligned to state standards are appropriate for diverse learners All objectives aligned and logically sequenced to the lesson's goal. Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> All goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced are relevant to students provide appropriate time for lesson and lesson closure fit into the broader unit and course objectives are appropriate for diverse learners. All objectives aligned to the lesson's goal. Integration of technology when applicable. 	<ul style="list-style-type: none"> Most goals aligned to state content standards. Most activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced sometimes provide appropriate time for lesson and lesson closure Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> Few goals aligned to state content standards. Few activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced rarely provide time for lesson and lesson closure Lessons where few objectives are aligned and sequenced to the lesson's goal.
	STUDENT-CENTERED ACTIONS			TEACHER CENTERED ACTIONS	

PLANNING
Data and Assessment (Dimension 1.2)

Dimension 1.2	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<ul style="list-style-type: none"> Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data.
	STUDENT-CENTERED ACTIONS			TEACHER CENTERED ACTIONS	

INSTRUCTION

Differentiation (Dimension 2.4)

Dimension 2.4 Differentiation:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> • Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> • Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes provides differentiated instructional methods and content. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> • Provides one-size-fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Rarely provides differentiated instructional methods and content. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
	STUDENT-CENTERED ACTIONS			TEACHER CENTERED ACTIONS	

INSTRUCTION

Monitor and Adjust (Dimension 2.5)

Dimension 2.5 Monitor and Adjust:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.
	STUDENT-CENTERED ACTIONS			TEACHER CENTERED ACTIONS	

Use the sections from the T-TESS Rubric on the previous pages to construct questions for three of the Question Types below.

Question Type/Cognition	Construct
Anticipation	
Clarification	
Elaboration	
Implementation	
Outcomes	
Shift Perspective	
Possibilities and Solutions	

Sample Questions

Question Type	Question
Action	<p>What actions do you need to take? How will you move this to action? What are the possible effects of moving this to action? How would you describe the impact of these actions? What's keeping you from moving this to action? Where do you go from here?</p>
Analysis	<p>What do you make of this? How would you break this apart? What do you see here? What is happening with this (data)? What is this telling you?</p>
Anticipation	<p>What do you anticipate will happen? What does your intuition tell you? What should you anticipate that you haven't considered? What concerns you the most? What's next?</p>
Assessment	<p>How will/do you assess this? What do you want to measure? How does it appear to you? What are the results telling you? Which aspects should you assess and why?</p>
Attention	<p>What should you be paying attention to and why? Where are you currently focusing your attention and why? What parts of this require your attention? What are the possible consequences if this doesn't receive attention? What are you willing to commit here?</p>
Clarification	<p>What does this mean? What part of this is not clear? What else would you say about this? What do you want to happen? How would you explain this to others? What clarification might you share?</p>
Connections	<p>What connections are you making? What does this connect to/with? Why are these connections important? Where do you see this connecting? What is the importance of this connection? How might you turn this into a benefit/ positive?</p>
Elaboration	<p>What else do we need to know about this? What elaboration can you provide? What else would you say? What specifically are you thinking/saying?</p>

Question Type	Question
Evaluation	<p>How important is this in the larger scheme of things? How will you measure this? What will you use to evaluate the outcomes? At what point will some type of evaluation occur? What is the most effective way to evaluate this?</p>
Exploration	<p>What are other options/possibilities/methods...? How will you explore new...? What part of this, if any, have you not explored? What other angles are there? What part do you want/need to explore? What are the strengths? What are the limitations?</p>
Historical	<p>What might you consider from past successes? What did you learn from the past that might impact this...? What led to this...? How would you describe what has happened so far?</p>
Hypothetical	<p>What would happen if...? Suppose that....; how does that strike you? What are some hypothetical situations to consider?</p>
Implementation	<p>What will you implement? How will you implement? What should you be paying attention to during implementation? What phases will you see during implementation? What is the action plan? What support do you need with implementation? What will you have to do to get the job done? Who needs to be involved in implementation?</p>
Integration	<p>How will this all come together? How will you integrate the approach/strategies...? How will you pull this all together? What are the connections?</p>
Learning	<p>If the same thing occurred again, what would you do? If it was up to you, what would you do and why? What will you take away from this? What did you learn from the process? What are the key takeaways? What was the lesson here? How will you communicate key learning with others? What do others need to know about this to impact the larger audience?</p>
Outcomes	<p>What will you think about this five years from now? How does this relate/connect to your goals? What will make the biggest difference?</p>

Question Type	Question
Planning	What do you plan to do? What kind of plan do you need to create? What details do you have to consider? What is the relationship of this plan to the goals/outcomes? Who will do what by when? What are the next steps? What is your game plan?
Possibilities or Solutions	What are the possibilities? What might happen if...? What are the solutions to consider? How else might someone address this? What are your top priorities? What possibilities have you not thought about?
Prediction	What do you think will happen? What are your predictions? How did your predictions compare to the actual results?
Probing	What else can you tell me? What are the specifics?
Reflection	What are your thoughts about...? What are your impressions about...? What are your reflections?
Resources	What are the necessary resources? How will resources (or lack thereof) be factored into the decision?
Shifting Perspectives	What would others say? What are some other perspectives? What other perspectives are important? If this was presented to..., what would happen? Who else should you consider in this decision?
Summarizing	What does this all mean? How would you describe this? What is your conclusion? How would you summarize the ... so far?

Questions When Stuck

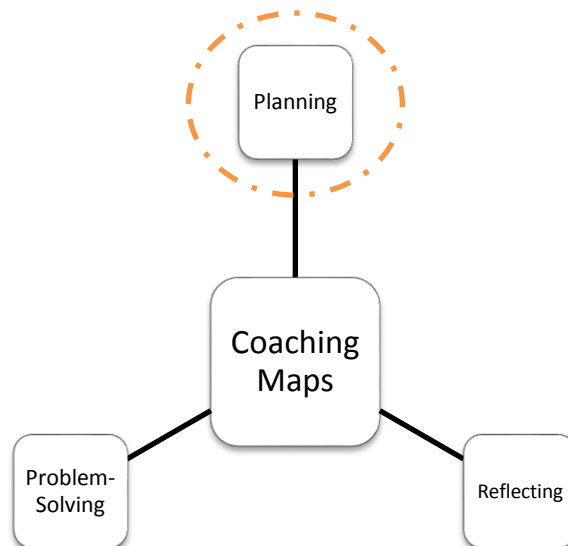
- ▶ What's keeping us from moving forward?
- ▶ What are the next steps to move forward?
- ▶ What's stopping us from making a decision?
- ▶ What are the key decisions on the table?
- ▶ How much detail do we need to move this item to action?

Tentative Language

- ▶ How might we...?
- ▶ What's your hunch about...?
- ▶ What, if anything, will you...?
- ▶ What are some possible...?
- ▶

Coaching Maps

Planning, Reflecting, and Problem-Solving Conversations



*Adapted from Cognitive Coaching Costa & Garmston 2013
www.ThinkingCollaborative.com*

Planning Conversations

The Planning Map is dynamic and serves as a guide to engage in conversations related to future actions. Coaching allows the “planner” to explore options and alternatives related to the upcoming “event.” (Appendix 3).

Conversation Point	Question Examples
Clarify Goals/Outcomes	What goals/outcomes do you want to achieve? What are some goals/outcomes you are striving for?
Determine Success Indicators and Evidence	How will you know that the (event) is successful? How will you know that you’ve achieved the goal? What specifically will you see and hear to indicate that it’s successful? What evidence will you collect to inform you that it’s successful? As you monitor progress, what types of data might you collect?
Approaches, Strategies, Decisions	What approaches (strategies) are you thinking of using? How will you decide which approaches/strategies to use? What types of decisions will you have to make?
Self-Monitoring Process and/or Personal Growth Focus	As you carry out this (event), what do you see as your personal learning focus? What information will you be gathering to self-monitor?
Reflect on the Coaching Process	

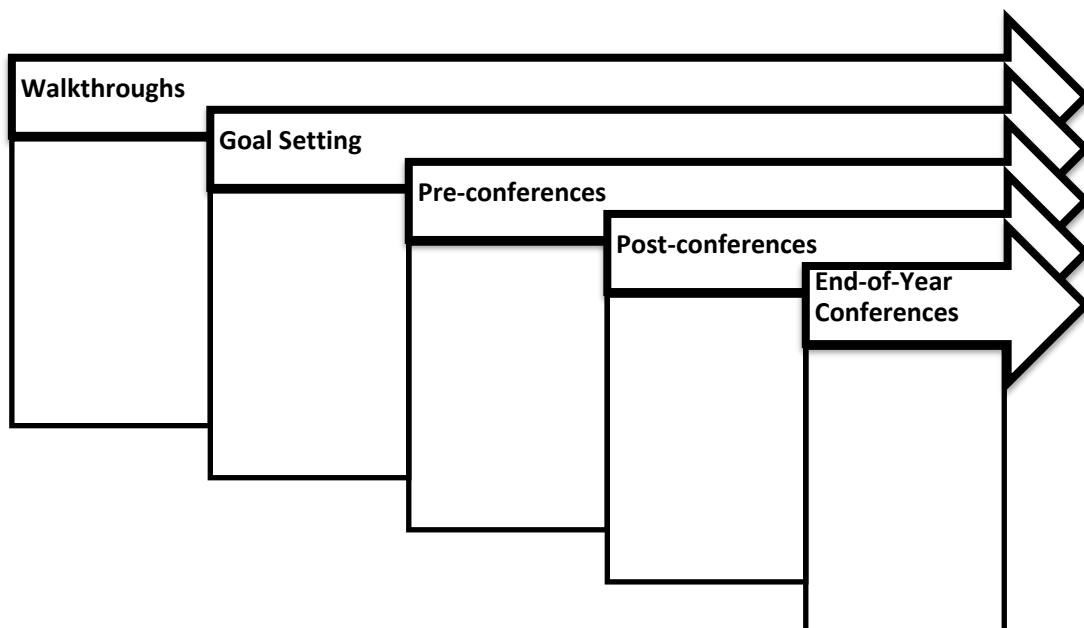
Planning Map Application

Identify an “event” you are planning: (lesson, leadership meeting, professional development session you are presenting, etc.)

Conversation Point	
Clarify Goals/Outcomes	
Determine Success Indicators and Evidence	
Approaches, Strategies, Decisions	
Self-Monitoring Process and/or Personal Growth Focus	

Coaching and Conferences

In what ways does coaching support conferences for the following?



Impact Coaching Idea:

Coaching should be regarded as process that empowers teachers with reflective problem-solving skills. Fullan (1991) notes that we over-assume the capacity of teachers to move actively into implementation without a substantial amount of help and assistance. The approach to teacher development should be long-term and continuing over time in order to respond to teachers' needs as they are changing from novices to experts. An instructional coach bridges the gap, thus increasing teacher effectiveness and student outcomes.

Day 1 Reflection

1. How will you use coaching conversations personally and professionally?

2. What are your next steps to understand and apply the Impact Coaching Skills and Tools with automaticity? When and with whom?

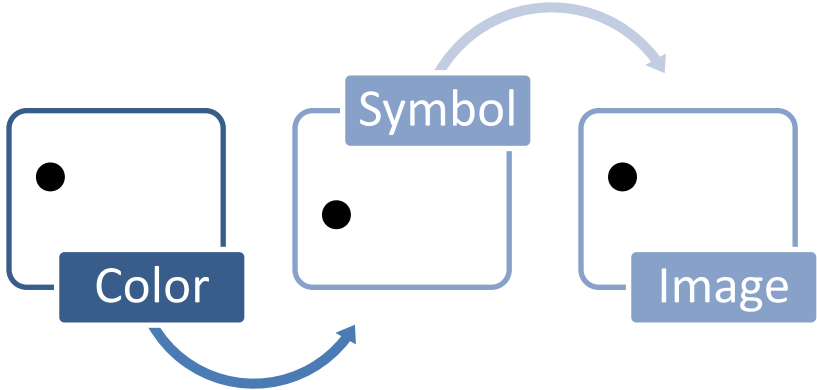
3. How do you want others to perceive you when engaging in coaching conversations with them?

4. How will you know when you are holding effective coaching conversations?

5. How does coaching improve instruction and develop self and others?

Day 2 Starts Here

CSI: Color, Symbol, Image



Coaching Presence

1.	
2.	
3.	
4.	
5.	

Reframing and Shifting

- ▶ Reframing is an essential part of the coaching process as it helps others to see things differently and, as a result, come to different, more empowering conclusions or feelings about the event or experience.
- ▶ The coach's ability to reframe a situation for the client can provide a new perspective and, with it, new possibilities.
- ▶ It offers and invites more and varied ways for clients to consider the problems they are facing and to find new ways to meet the challenges.

Reframe and Shift from

- o **polarized thinking – good/bad; happy/unhappy; right/wrong; perfect/complete failure**
- o **passive to active**
- o **negative to positive feelings**
- o **micro to macro views – macro to micro views**
- o **past/current to future**
- o **future to past/current**
- o **others to oneself – oneself to others**
- o **liability to an asset**
- o **victimization to empowerment**
- o **oneself to others – or “it’s all about me” to “what about we”**
- o **feeling stuck to having options**
- o **uncertain to understanding**
- o **unaware to aware**
- o **not knowing to examining data**
- o **blaming to taking ownership**

Current State	Question	Reframing/Shifting Category
<p>“The students are terrible; it’s one discipline problem after another in my class.”</p>		
<p>“I don’t see why we need to plan as a team. I’ve got this covered, and my results show.”</p>		
<p>“The team is uncertain about how the unit assessment data is being used.”</p>		
<p>“It feels like I’m spinning my wheels and can’t get ahead. My ‘to do’ list continues to grow with no end in sight.”</p>		
<p>“I’m not really clear about some of the descriptors in the rubric and what they should look like in the classroom.”</p>		
<p>“In the past, teachers made all the decisions regarding what and how to teach.”</p>		

Reflective Conversations

A Reflective Conversation allows for an individual to process his or her experiences. Without reflective processing, experiences in our work stay at the experiential level and do not benefit from insight about how to move forward in the most effective ways. With the addition of data to the conversation, this “third point” can illuminate the importance of data to promote growth.

Conversation Point	Question Examples
Summarize Impressions and Recall Supporting Data	<i>“What’s your impression of the lesson? What data might you share to support that? In thinking about some of the particulars you saw from students what stands out for you? Given the planned learning outcomes, what’s your reflection of actual results?”</i>
Analyze Causal Factors and Cause/Effect Relationships	<i>“What stands out for you when you look at that data? ... In reflecting on the data, what specifically contributed to the lesson outcomes? What went well and why? What would you refine and why? What are your thoughts about the pacing (sequencing, questioning, transitions, etc.)? So when you think about some of those structural pieces what was the impact on student learning? When you think about this data and those particular students, what do you think they walked away saying about this lesson?”</i>
Construct New Learnings	<i>What are your new learnings? Key takeaways? What did you learning from this lesson? Why? How will these learnings impact your practice? How will this impact your personal growth (development)? What is your personal learning focus as a result of this lesson?</i>
Commit to Application	<i>What do you commit to do as a result of your learning? How will you apply this in the future? What difference do you expect to see?</i>
Reflect on the Coaching Process	

Reflective Conversations and Post-Conference Connections

High Leverage Practices

- ▶ High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. These high-leverage practices are used across subject areas, grade levels, and contexts. They are “high-leverage” not only because they matter to student learning but because they are basic for advancing skill in teaching.

My Definition:



Action Coaching

- ▶ #1 – Go Granular
 - ▶ Break the practice down into discrete skills that will be practiced successfully and cumulatively
- ▶ #2 – Plan, Practice, Follow Up, Repeat
 - ▶ Coach through effective practice
- ▶ #3 – Make Feedback More Frequent
 - ▶ Make the most of every observation by increasing the frequency of feedback

Source: Paul Bambrick-Sontoyo, *Get Better Faster*

- ▶ #1 – Go Granular
 - ▶ Break the practice down into bite-sized actionable steps that target discrete skills.
 - ▶ Identify the foundational skills that the teacher needs to perfect.
 - ▶ Provide one or two action steps to practice.
 - ▶ (Determine how these will be “understood” or “modeled”...)
- ▶ #2 – Plan, Practice, Follow Up, Repeat
 - ▶ **Coach the “teacher” through effective practice; plan and practice the discrete skills**
 - ▶ **Define** what the ideal “practice” will look like – What will the “teacher” say and do?
 - ▶ **Plan** the practice by detailing what will happen with the action steps.
 - ▶ **Practice** the action steps.
 - ▶ **Follow Up and Repeat** by observing the implementation and coaching the practice; repeat until successful; add complexity.
- ▶ #3 – Make Feedback More Frequent
 - ▶ **Make the most of observations by increasing feedback frequency**
 - ▶ **Create the culture** – make it a habit.
 - ▶ **Pick the moment** for real-time feedback, e.g., writing objectives would be coached prior to the lesson.
 - ▶ **Deliver the feedback**
 - ▶ Non-verbals
 - ▶ Whisper Coach
 - ▶ Model
 - ▶ Extensive Model

Model Case Study

Action Steps Should Be....

- ▶ **Observable and Practice-able**
- ▶ **Highest Leverage** *Action for Practice*
- ▶ **Bite-Sized** *to Accomplish Immediately*

Model Case Study

Students in Ms. Stone’s Algebra classroom are completing an individual assignment on linear equations and constant rate of change. Ms. Stone is walking around the room as students work quietly. After glancing at the clock, she tells students, “Thank you for working diligently on this assignment. At this time, please stop working and look at me.” Five students continue working; one student gets up to sharpen her pencil; and three others place their heads down on their desks.

Ms. Stone restates the content objective and asks for a volunteer to explain the first problem. As the student, Tony, begins his explanation, more students disengage, some whispering to each other. Ms. Stone asks the students to refocus and listen to Tony while looking around the room and making eye contact with students who are off task. The room is quiet, though eight students fail to focus and participate.

Mr. Roberts, the principal, leaves the classroom and begins planning action steps.

Case Study #1: 7th Grade Math

During 4th period, the assistant principal, Ms. Howard, enters Ms. Castillo's 7th grade math classroom. Ms. Castillo, a first-year teacher is standing by the white board where both the content objective and problem being displayed indicate they are learning scale factors and ratios. Students are also expected to recognize the role multiplication plays in the relationships among the side lengths, perimeters, and areas of similar figures.

The classroom is arranged into six groups and with four students in each. All students have completed their initial problem solving assignment as evidenced by individual student white boards each depicting the group's approach and their problem-solving handout which is also completed by each student.

Ms. Castillo provides time for each group to explain their approach to solving the problem, calling on the group leaders to represent their team. After each group presents she asks clarifying questions of that respective team to respond. Ms. Castillo remains at the front of the room during Ms. Howard's 14-minute visit. At three different points of the lesson, Ms. Castillo prompts the class to provide a "thumbs up" if they understood what was discussed. Each time, approximately half of the 24 students provide the signal while others do not respond. She then continues with the next group, proceeding with the lesson.

Ms. Howard leaves the classroom considering Ms. Castillo's action steps.

Case Study	Go Granular Action Steps
Case Study #1	

Case Study #2: Middle School English

The English classes at Steele Middle School are double-blocked at 89 minutes. Mr. Thomas, the instructional coach, is already sitting in the room. Upon entering Mr. Born's English class at the beginning of the period, students immediately begin their warm-up. It is evident that routines and procedures have been established for entering the classroom and immediately starting the warm-up. On this day, students are expected to use the "ROSE" strategy to respond to a quote:

"A mother's love for her child is like nothing else in the world. It knows no law, no pity, it dates all things and crushes down remorselessly all that stands in its path." by Agatha Christie

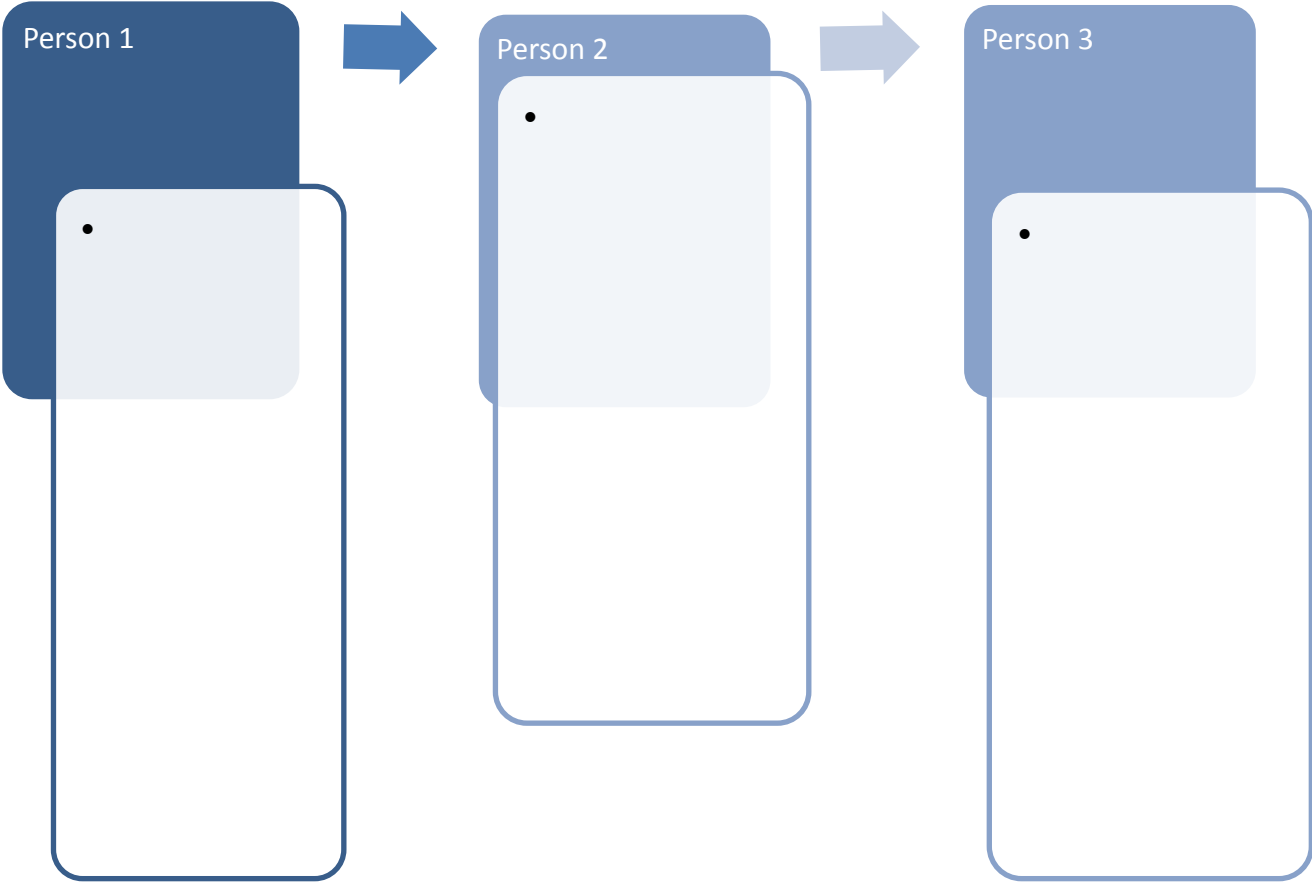
(ROSE strategy: R - restate/describe; O- opinion; S - support your thinking with image/text evidence; E – explain)

Students were not informed about their time limit, and 12 minutes into the lesson, they are still working. After 16 minutes, Mr. Born conducts a whole class reset to begin debriefing students' responses. One student indicates that he has not completed the task, and several other students chime in to affirm that they need more time. Mr. Born shares that they need to move on, but completing the assignment as homework will be allowed.

As Mr. Thomas leaves, he contemplates next steps for improvement.

Case Study	Go Granular Action Steps
Case Study #2	

Micro-Lab Protocol



Common Threads:

Personal Coaching Plan

<ul style="list-style-type: none">• Clarify Goals/Outcomes What are your goals/outcomes for coaching?	
<ul style="list-style-type: none">• Determine Success Indicators and Evidence How will you know you are being successful with coaching?	
<ul style="list-style-type: none">• Identify Approaches, Strategies, Decisions What are your next steps in becoming a masterful coach? How will you accomplish these steps?	
<ul style="list-style-type: none">• Self-Monitoring Process and/or Professional Growth Focus How will you monitor your success as a coach? What data will you monitor to inform you about your growth and progress? How will you know you are holding effective conversations?	

PLANNING CONVERSATION MAP

Clarify Goals/Outcomes

Determine Success Indicators and Evidence

Identify Approaches, Strategies, Decisions

Self-Monitoring Process and/or Professional Growth Focus

Reflect on the Coaching Process

Source: *Cognitive Coaching* Costa & Garmston 2013
www.ThinkingCollaborative.com

REFLECTIVE CONVERSATION MAP

Summarize Impressions and
Recall Supporting Data

Analyze Causal Factors and
Cause/Effect Relationships

Construct New Learnings

Commit to Application

Reflect on the Coaching Process

*Source: Cognitive Coaching Costa & Garmston 2013
www.ThinkingCollaborative.com*

