Instructional Coaching: Past, Present, and into the Future

Instructional Coaches:
Nick Kalakailo, Novi / EMU-EMWP
Liz Lietz, Novi/ EMWP
Essential Question

If student learning is the measure of success, what can job-embedded coaching do for your school district to ensure learning happens?
Interaction: Coaching? What and Why?

• **THINK**: Why are you here?
  – Are you currently engaged in instructional or literacy coaching?
  – Have you received coaching support?
  – Are you an administrator supporting coaches?
  – Are you seeking more information about coaching?

• **DECIDE**: Identify yourself

• **DO**: Turn and Talk
Interaction: Coaching? What and Why?

• How do you define coaching?
  – Write- Pair-Share

• What supports are needed to make coaching successful?
  – Write-Pair-Share
What’s the Context?

What’s happening in Novi?
District Structure
6211 students
- Preschool classes (11)
- k-4 Elementary Schools (5)
- 5-6 Upper Elementary (1)
- 7-8 Middle School (1)
- 9-12 High School (1)
- IB

District Goals
1. One year’s growth in one year
2. Gapless achievement trends
3. 10% fund equity
4. Organizational quality = common

Strategic Vision
Foundations
- Student Learning Needs
- Writing
- Social Justice
Building Blocks
- Aligned Curriculum
- Aligned Assessment
- Aligned Observation
- Aligned Instruction
Intended Results? (Capstone)
- Growth & Achievement

Fast Facts
Novi Community School District
25345 Taft Road
Novi, MI 48374
(248) 449-1200

District Links
- Elementary Attendance Areas
- 2011-2012 District Calendar
- Long Range Plan

District Structure
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Strategic Vision
Foundations
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- Aligned Observation
- Aligned Instruction
Intended Results? (Capstone)
- Growth & Achievement
How is Coaching Supported? ($$$$)

- General fund monies
- Coaching running 10+ years
- When historic literacy structure was dissolved, the coaching program grew
## District History with Coaching

<table>
<thead>
<tr>
<th></th>
<th>Novi</th>
</tr>
</thead>
</table>
| 1999-2000 | 14 Literacy Specialists k-6  
|          | 2 Literacy Coaches MS 7-8  
|          | 1 Literacy Specialist HS 9-12                                        |
| 2000-2001 | District Literacy Framework                                           |
| 2003-2004 | Reduction in Literacy Specialists k-6                                 |
## District History with Coaching

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>11 Literacy Specialists</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1 Writing Specialist k-6&lt;br&gt;2 Literacy Coaches 7-12</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Write Start k-6; Literacy Lab 7-12</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Entire Literacy Structure Dismantled (June 2010)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Instructional Coaches&lt;br&gt;• in Literacy and Math k-12&lt;br&gt;Literacy Specialists k-6&lt;br&gt;ESL Teachers K-12</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Additional Instructional Coach with focus on math 7-12. (Algebra and up)</td>
</tr>
</tbody>
</table>
What are Forms of Coaching?

What does it mean to engage in coaching? What framework guides your model?
Forms of Coaching

• School Labels
  – Literacy Coaching
  – Math Coaching
  – Instructional Coaching

• Workplace Labels
  – Executive Coaching
  – Life-Coaching
  – Professional Coaching

• Schema for Coaching
  – Coactive Coaching
  – Cognitive Coaching
  – Solution-Focused Coaching
  – Ontological Coaching
  – Differentiated Coaching
Principles behind IC...

Partnership Philosophy?

- equality
- choice
- voice
- dialogue
- reflection
- praxis
- reciprocity

Instructional Coaching

INSTRUCTIONAL COACHING
A Partnership Approach to Improving Instruction
JIM KNIGHT
Way of Being?

Ontological Coaching

Fernando Flores

Enemies of Learning
Addiction to Novelty
Addiction to Answers

Friends of Learning
Willing to Question
Open to Perplexity

Challenging to Coach

Receptive to Coaching

Mind/Emotions

Language

Body

Alan Sieler

Coaching to the Human Soul
Coaching to the Human Soul Volume II
Observing

Mind/Emotions

Language

Body

Behavior

Results

Technical

First Order Learning/Change

Way of Being?

Second Order Learning/Change

Ontological Coaching
Moran. *Differentiated Literacy Coaching: Scaffolding for Teacher Success* (13)
### Problems or Solutions?

<table>
<thead>
<tr>
<th>Action</th>
<th>Problem-Focused Emphasis on...</th>
<th>Solution-Focused Emphasis on...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Change</td>
<td>...diagnosis</td>
<td>...desired outcome</td>
</tr>
<tr>
<td>Managing People</td>
<td>...people as dysfunctional sources of problems</td>
<td>...people as functional sources for solutions</td>
</tr>
<tr>
<td>Monitoring Progress</td>
<td>...identifying weakness and failures</td>
<td>...identifying what works and making gains</td>
</tr>
<tr>
<td>Troubleshooting</td>
<td>...explaining problems</td>
<td>...improving progress and identifying doable goals</td>
</tr>
</tbody>
</table>

*Solution Focused Coaching* by Jane Greene and Anthony M. Grant
Coaching Commonalities across Frameworks

- **Observing:** Noticing what’s happening first; **Listening**
- **Questioning:** Intentionally asking questions based upon coachees needs and institutional needs
- **Surfacing:** Engaging in dialogue to open and acknowledge gaps
- **Reflecting:** Thinking about what actually happened versus what was intended.
- **Progressing:** Planning in response to reflections and observations
- **Acting:** Following through with plans; observing closely
- **Differentiating:** Accounting for different needs of different coachees.
## Dilemmas for Coaching

<table>
<thead>
<tr>
<th>Ground Rules of the Past &amp; Present</th>
<th>Shifting Ground of the Present</th>
</tr>
</thead>
</table>
| voluntary                         | What if you run out of **volunteers**?  
                                    | *Your* work day is **voluntary**?!?!? Huh? |
| confidential                      | What happens when **confidence** is breached? |
| mutual responsibility             | What happens when the coach or coachee is **not responsible**? |
| expansive in nature               | Who is *ready for* coaching? |
| promote growth                    | How is **progress defined**? |
| practical, not abstract           | How can unprincipled action lead to **mindlessness** as opposed to promoting **mindfulness**? |

(Bearwald, p. 76 Educational Leadership, Oct. 2011)
# Dilemmas for Coaching

<table>
<thead>
<tr>
<th>Ground Rules of the Past &amp; Present</th>
<th>Rules for Take Off in the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>voluntary</td>
<td>means aligned with district vision and mission</td>
</tr>
<tr>
<td>confidential</td>
<td>means we do no harm; make no claims; call it like we see it (or not)</td>
</tr>
<tr>
<td>mutual responsibility</td>
<td>means we both call each other out; discomfort is part of the covenant</td>
</tr>
<tr>
<td>expansive in nature</td>
<td>but mentoring is not coaching</td>
</tr>
<tr>
<td>promote growth</td>
<td>should be defined; e.g. no repeat &quot;demos&quot; or patterns</td>
</tr>
<tr>
<td>practical, not abstract</td>
<td>better stated as praxis</td>
</tr>
</tbody>
</table>

(Bearwald, p. 76 Educational Leadership, Oct. 2011)
## Dilemmas for Coaching

<table>
<thead>
<tr>
<th>Ground Rules for the Past &amp; Present</th>
<th>Rules for Flight</th>
</tr>
</thead>
<tbody>
<tr>
<td>voluntary</td>
<td>Voluntary pursuit of organizational aims</td>
</tr>
<tr>
<td>confidential</td>
<td>Confidence of coachee complements confidentiality</td>
</tr>
<tr>
<td>mutual responsibility</td>
<td>Rejoice in the cloud bank! Fuzzy visions may surround us – but work!</td>
</tr>
<tr>
<td>expansive in nature</td>
<td>Coach is obligated to press</td>
</tr>
<tr>
<td>promote growth</td>
<td>Growth comes from roots planted within a growth culture</td>
</tr>
<tr>
<td>practical, not abstract</td>
<td>Internalize principles and values to direct action; always ask for permission; always ask, &quot;Why?&quot;</td>
</tr>
</tbody>
</table>

(Bearwald, p. 76 Educational Leadership, Oct. 2011)
What are Levels of Impact Training (PD) *with* and *without* Coaching?

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Assimilation</th>
<th>Application</th>
<th>Adaptation</th>
</tr>
</thead>
</table>

...without coaching

...*with* coaching

Capacity to SUSTAIN IMPLEMENTATION over time (frequency in which practices are used with fidelity)
<table>
<thead>
<tr>
<th>Components of Training/ PSD</th>
<th>Awareness PLUS Concept Understanding</th>
<th>Skill Attainment (Implementation of Methods within the Classroom)</th>
<th>Application of Problem Solving (Adaptive Teaching, that is, Implementing Methods in New or Unfamiliar Contexts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Modeling</td>
<td>85%</td>
<td>18%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice and Low-Risk Feedback</td>
<td>85%</td>
<td>80%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Coaching</td>
<td>90%</td>
<td>90%</td>
<td>80-90%</td>
</tr>
</tbody>
</table>

Adapted from (source) Joyce, B. and Showers, B. *Student Achievement through Staff Development*. 3rd Edition. ASCD, 2002.
Interaction: So What?

- **THINK:** As coaches, we often talk about two key barriers to progress. One barrier is best described as a “failure to see.” The second barrier is best described as “failure to move.”

- **WRITE:** What barriers are present in your district or workplace? Write about a frame or idea that sounds appealing, but based upon your culture, may be “hard to see” or “challenging to move.” What will you do? How will you account for this?

- **DO:** Write-Pair-Share
What is a Instructional Coaching?

Literacy Coaching in Publications

• “A literacy coach is a new breed of educator without a classroom or students or even a very clear job description, but with a big job--to help often-reluctant colleagues, whatever their subject areas, focus on teaching adolescents to become better at reading and math.”

   Educational Research Newsletter
Responsibilities of Coaches
Who and What Do We Support?

• At the School Level
  – Teachers (individuals or groups)
  – Principals

• At the District Level
  – Assistant Superintendent of Academic Services
  – Fellow Coaches: Literacy and Math k-12
  – PD in Literacy Lab & Lab Teams
  – CALs/CATs(Curriculum Teams)
  – Receive Training (for us)
  – Determine Effectiveness
We will provide professional support and development that is integrated, which includes coaching and promotes collaborative learning surrounding instruction.

What are students asked to do?

Does the task predict the performance?

Is the learning visible?

What are students asked to do?

Intentional

Transparent

Useful

...and causes us to wonder...
4 Recommendations

1. Be deliberate in how you present yourself to teachers.

2. Provide differentiated instruction to teachers.

3. Use data.

4. Be a strategic leader.

ERN January 2009
Novi - Coaching Through Three Support Structures

1. **Whole Group Professional Development**
   – Goal: getting on the same page; sharing; learning

2. **Small Group Learning Lab Observation Teams**
   – Goal: learning from observing one another

3. **One-On-One Coaching**
   – Goal: deepening self-awareness of practices; self-improvement

Professional development 
Provides CONTEXT for 
Authentic Coaching
Novi - Support Structure #1
What Happens in Large Group PD?

1. Whole Group Professional Development
   – What? Sharing and collaboration within
   – an integrated professional development opportunity that is
     • part of the school day
     • supported by our colleagues
     • supported by district administration and coaches
     • approximately 15 teachers in a group
Novi - Support Structure #1
Who’s Involved and How Delivered?

1. **Whole Group Professional Development**
   - Who currently receives PD?
     - ELA and Math grade-level groups k-6
     - ELA and Science mixed-grade-level groups 7-12
   - How is it delivered?
     - Half-day sessions
     - Facilitated by coaches
     - Funded by Title II A
   - What’s it look like?
     - Teachers learn through a workshop model during training in order to implement literacy workshop in their own classrooms.
Novi - Support Structure #1
What are the Perceptions?

1. **Whole Group Professional Development**

   – How do we know it works? Perceptions...
   
   • Generates positive feedback from teachers
   • Generates visibility and intention; “Let me show you!”
   • Fosters a “demand for more”
   • Fortifies “collective will” participants return for more – wanting more
   • Feeds “coaching calls”
   • Fuels “clarity of vision and mission”
Novi - Support Structure #1

What is Evident?

1. Whole Group Professional Development

   – How do we know it’s working? Evidence...
     • Training provided by coaches explicitly mentioned within teachers’ written reflections on professional goals
     • Using writing assessment protocols and resources received in training to assess student writing
Novi - Support Structure #1
What Resources and Actions?

1. Whole Group Professional Development
   - What resources are available for, and what actions result from, PD?
   
   - Resources and Actions for ELA
     - Using texts, like...
     - Implementing practices, such as...
       - Readers-Writers’ Notebooks
       - evident and growing

   - Resources and Actions for Content Area Literacy
     - Using texts, like...
     - Implementing practices, such as...
       - Academic Notebooks
       - evident and growing

Jim Burke’s Reading Reminders & Writing Reminders

Janet Allen’s Tools for Content Literacy; William Strong’s Write for Insight
2. Small Group Classroom Observation Teams

• What? “Learning Lab Teams” NOT *Model Classrooms*

• Goal: learning from observing one another
  o Confidential and non-evaluative
  o Focused on teacher needs; observers learn from observing
  o Planned with protocols (pre-meeting, observation, debrief)
  o Hosts teach and reflect– they are not responsible for putting on a show
Novi - Support Structure #2

Who’s Involved and How Conducted?

2. Small Group Classroom Observation Teams

• Who is currently involved in “Learning Lab Teams?”
  • ELA grade-level groups k-6
  • ELA and science mixed grade-level groups 7-12
• How is this delivered or conducted?
  • Lesson study groups of 4-6 teachers
  • Meet 1-3 times this year
  • Funded by Title II A and Contractual Teacher
  • Observation Release Day (1/teacher/year)
Novi - Support Structure #2
Blending “Lesson Study” & Coaching

“Lesson Study” Guidelines
1. focused on a specific teacher-generated goal
2. carefully planned in collaboration with others
3. observed by other teachers
4. recorded for analysis and reflection, and
5. discussed by lesson study group members

(Lewis & Tsuchida, 1998).

Focused Conversation Protocols (ORID)
1. **Observations**/ Objectives
   – What happened?
2. **Reflections**/Reactions
   – What surprised or interested me?
3. **Interpretations**
   – What does it mean?
   – Questions for host?
4. **Declarations**/ Decisions
   – What will I do?
2. Small Group Classroom Observation Teams

• How do we know it works? **Categorizing teacher feedback**...

Planning & Collaborating
• “I teach a number of preps, and if I feel like a lesson isn’t really getting through, [now] I have a group of people I can go to for suggestions and ideas to improve my teaching.” –Melissa K.

Reflecting
• “I found the debriefing very helpful – I forget about some of the structures I’ve set up – to hear other people talk about it, it reminded me of these structures. It was a nice experience that was helpful and made me reflect – I appreciated it.” –Beth B.
3. One-On-One Coaching

- Goal: deepening self-awareness of our instructional practices
  - Confidential and non-evaluative
  - Focused on teacher needs
  - Explicit
  - Mutual
  - “Demonstration Lesson” Creed
    - “All Practice Left Behind”
    - “What’s Modeled in the Classroom, Stays in the Classroom”
    - Gradual Release of Responsibility
  - Transferable
Novi - Support Structure #3
Who’s Involved in Coaching?

3. One-On-One Coaching

- Who’s involved in coaching? Who receives or gets access?
  - Available to ALL teachers in the district
  - Priority given to current Whole-Group and Small-Group participants
  - 59 middle and high school ELA and science teachers
Establish Relationships
Recognize Opening
Observe Assess
Enroll Coachee
Coaching Conversation
(Real) Coaching Conversations begin...
COLLABORATIVE CYCLE

T.E.A.C.H Sessions
- workshops
- training
- study groups
- or other forms of PD...

Focus Area

Debrief

Planning

Observe

Demo-Lesson

collection...
Novi - Support Structure #3
How Does Coaching Work?

3. One-On-One Coaching
   • How does it work? How do I get enrolled?
     • Teachers make an appointment with a coach

   • Coach meets with teacher on the teacher’s terms
     (usually in the teacher’s classroom)

   • Follow focused conversation protocol / ORID

   • Teacher directs the coaching conversation, coach
     models, provides support and resources
Novi - Support Structure #3
What about Student Achievement?

3. One-On-One Coaching
   • How do we know it works? Achievement...
     – Evidence building for impact of sustained coaching:
       • **Residuals**: The longer a teacher works with coach, the less likely students are referred to interventions or for special ed. evaluations
       • **Anecdotes**: “I have no students on the failure list for the first time in five years.”
         – (5 x 25 = 125 students)
       • **Artifacts**: Significant change in student writing samples – long way to go.
       • **Referrals**: teacher to teacher
Mary’s Story: The “First Follower”

“Oh, you want to show them how far I’ve come?”

“Let me tell you about this one…”

“What do you think of that?”
“My identity is a student athlete. An ideal football player is one who is big, strong, fast, and smart. An ideal person and ideal friend is something I would like to achieve in the near future.

An ideal football player is big, strong, and fast. In real life I am strong and fast just lacking some size. That is what my essay is about. Ideal person is a type of person who is strong, fast, big, and smart. 260 pounds is what I hope to achieve soon. I am close to this at 150 pounds.”
“The ideal friend is someone who is always there for me. I am always there for my best friend Parris in Las Vegas. An ideal friend is risking everything for their best friend. I help out my friends all times I can.

In conclusion, there are some things I have achieved and what I hoped to achieve. There were also some of the things I have and want I hope to get in the near future.”
One Name for Life

I've hated my name since the day that I realized it was short and boring. Since my name was horribly understated, I thought that meant I was understated too. My sister De Lisa got a cool name. So did my brother, Anthony. I just wanted a cool name like De Lisa and Anthony. Is that too much to ask? A name that describes my identity in depth...
27 September 2011

Water for Liberty

Molly Pitcher, also known as Mary McCauley, was a true revolutionary war hero when she fought her place during The Battle of Monmouth. McCauley was a brave person who put her life, and also her liberty, on the line to stay with her husband during his ride for freedom. When she first joined the military camp, she cared for the sick and suffering soldiers at the camp. She was gracious enough to service everyone, not just her husband. McCauley took on all sorts of tasks, but performed mostly the same duties as if she were at home. During battle, she would carry pitchers of water to soldiers who were on the verge of dehydration. They would call out for her by saying, "Bring the pitcher, Molly!" Seeing that this was too long to say, her call was shortened to, "Molly! Pitcher!" This is how she received the name, Molly Pitcher. During one battle McCauley was
Coaching Competencies

• Ethical Standards
• Coaching Agreement
• Trust & Respect
• Coaching Presence
• Active Listening

• Powerful Questioning
• Direct Communication
• Creating Awareness
• Designing Action
• Planning & Goal Setting
• Manage Progress & Accountability

International Coaching Federation Core Competencies
Final Interaction: Time for Questions?

- What questions do you have of us?
- What moves do you plan on making?
- Do you have a “rut story” that needs to be turned into a “river?”
Contact Information

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• Liz Lietz
  – elietz@novi.k12.mi.us