

COACHING: WE CAN ALL USE SOME

Presented by
Kaneland Schools

WE ALL NEED COACHING



Do you agree? Why? Do you disagree? Why?
Do you ever not need coaching any longer? When?

OUR PHILOSOPHY

- The following statements develop our philosophy on continued professional growth:
 - All staff need coaching
 - Coaching types and topics must vary
 - Levels of coaching should vary
 - Just like a classroom, PD should be individualized (or have individualized components)
 - Teach staff to be self reflective and communicate their needs

Which statement rings most true with you?

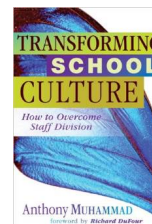
FOUR TYPES OF EDUCATORS

- Anthony Muhammad's work:
<https://www.youtube.com/watch?v=5jYbhTzHvLg>

Four Types of Educators, cont'd

Educator Classification	Organizational Goal
Believer	Academic Success for EVERY student
Tweener	Organizational stability
Survivor	Emotional and Mental Survival
Fundamentalist	Maintaining the status quo

<http://www.slideshare.net/pcaposey/transforming-school-culture>



STAGES OF COACHING

- ◉ Before you begin (Believer and Tweener focus)
- ◉ Year one (Survivor focus)
- ◉ Year two (Believer focus)
- ◉ Years three and four (Believer focus)
- ◉ Tenured Years (Believer and Fundamentalist focus)
- ◉ Survivor Years- it can happen any time!

COACHING BEGINS BEFORE YOU ARE HIRED

- ◉ Use of hiring process: panel hiring
- ◉ Look for what a candidate's gaps are so we can be prepared to help fill them the first day
- ◉ Tailor interview questions to check on self reflection
- ◉ Look for positive but realistic views- not too much believer
- ◉ Look for the ability to be constructive and a critical friend- not too much fundamentalist

YEAR ONE MENTORING/COACHING

- ◉ Real life, on the spot topics
- ◉ Based on google survey completed at the first mid term
- ◉ Open and honest dialogue
- ◉ All but two sessions held with a non-evaluator as the facilitator
- ◉ Two sessions held with your building principal
- ◉ Topics include:
 - Evaluation cycles
 - Re-hiring and staffing process
 - RTI
 - Management of google docs and email
 - What are the “hidden agendas” that you should know about

YEAR TWO MENTORING/COACHING

- ◉ Book club format
- ◉ Open sharing of ideas and what has worked (or not worked)
- ◉ Building and encouraging risk taking the first half of the year
- ◉ Encouraging to grow as a coach the second half of the year
- ◉ Books Title have included:
 - Teach Like a Pirate
 - Collaborative Teacher
 - Learning By Doing

YEAR THREE AND FOUR COACHING

- ◉ Check in through informal learning walks
 - Walks completed by all Administration
 - Walks also completed by District Office Admin
 - Include many self reflection questions to encourage the coaching role
- ◉ Year three and four staff are asked to participate in panel discussions for year one and year two
- ◉ Encourage year three and four to begin cohort Masters programs

TENURED YEARS COACHING

- ◉ Coaching Roles are encouraged
 - RTI Math Coach
 - RTI Challenge Coach
 - RTI Reading Coach
 - Writing Coach
 - Technology Coach
- ◉ Professional Development based on 3 tiers
 - District level days- Strategic Plan focus or new initiative kick off (2.5 days)
 - Building level days- SIP plan focus or Ed Camp focus (2.5 days)
 - Individual choice days- Staff choose a cohort to join and the topic for research and discussion
- ◉ Innovation Project proposals
 - Staff can write a proposal to complete an action research project to change any structure or curriculum process in the district
 - Research year one and implement year two
- ◉ Once every four years they are encouraged to complete a mentor booster program

EVERYONE NEEDS A BOOSTER

- Every tenured staff member needs to take a mentor booster program once every four years
- Topics are determined through the evaluation and observation process
 - What do we see as a gap in classrooms
 - What are staffing asking for support on
 - Survey of needs yearly
 - District and school initiatives
- Staff self select topic OR evaluator coaches them towards a topic



STRUCTURE FOR BOOSTER SESSIONS

- 4 sessions or 4 hours
- Blend of online and face to face
- Blend of after school and sub time
- Flexible
- Based on participants needs and schedules
- Taught by outside experts found through partnerships
- Taught by internal experts with coaching training

BOOSTER TOPICS

- Teaching and Learning Booster- Focus will be on Domain 2 and 3 with other indicators from domains 1 and 4. The focus will be on the actual content practices for math, writing, and reading. How to understand best practices and CCSS. A great booster for staff that might have shifted grade levels.
- Classroom Management and Teaching Structures Booster- Focus on domain 2 with learning on structures of learning, styles of learning, and student behaviors.
- L to J Assessment practices: How can you effectively use the L to J process to impact student learning and guide instruction. This process will also focus on how the use of this assessment practice also motivates students and teachers.

BOOSTER TOPICS CONTD.

- Shared Vision Booster: Similar to our current year one. Topics include- KLC, RTI, NETS overview, Danielson, Communication expectations, key events review of our district and how they link to Strategic Plans or SIP plans, evaluation cycle and staffing process throughout the year
- Special Education 101- Staff will understand and practice how to improve and enhance the critical relationships needed to foster success for students with special needs. Topics include: collaboration with related services and case managers, implementing accommodations and modifications within the classroom, maximizing the use of paraprofessional, instructional strategies for working with special needs students.

BOOSTER TOPICS CONTD.

- Innovation Booster- Staff must complete an innovation project cycle, including full application and February presentation
- Data Digging Booster- Focus on collection, analysis, and “story telling” of data. how to actually use data in an informal, formal, summative, and formative process. How to manage all data to guide instruction.
- Becoming a Coach Booster- Focus on teacher leadership and getting a taste of coaching, evaluating/coaching peers, giving critical feedback, looking to progress to leadership role. How to balance leading while teaching and the politics of teacher empowerment.

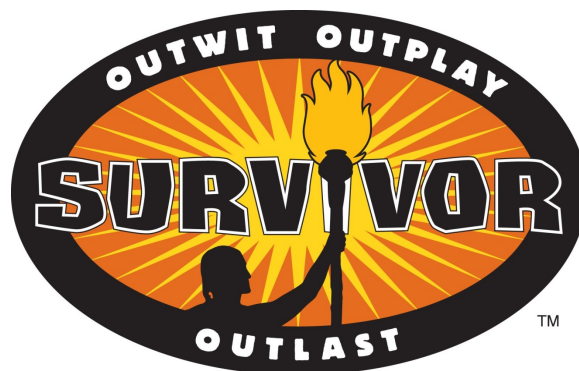
BOOSTER TOPICS CONTD.

- Media Literacy Booster- Focus on making ISTE come alive in your classroom. How to expand your room beyond the walls with technology connection projects.
- Communication Booster- Perception can be everything, the focus will be on positive communication with community, students, and colleagues. How to handle crucial conversations as well as clear expectations for all communication follow up among stakeholders. Many aspects of the sessions will focus on domain 4.
- Get Organized Booster- Focus will be on domain 1 and how to get organized in your workspace in order to create your attention to key planning and prep for lessons

STARTING THE BOOSTER PROCESS

- ◉ Introduce the idea to advisory groups
- ◉ Begin to build buy in
- ◉ Have staff advocate for the program and do the PR from the ground up
- ◉ Implement first with believers (pilot program)
- ◉ Add fundamentalist to your second year of implementation- they will be your biggest PR source
- ◉ May need to negotiate; if you require it

SURVIVOR YEARS COACHING



What causes staff to fall into survivor mode?

COACHING A SURVIVOR

- ◉ Know why they fell into this phase
 - Retirement
 - Grade Level Change
 - Personal Life Change
 - School Change
- ◉ Empathy is the key
- ◉ Collaboratively discuss support needed
- ◉ A survivor plan needs to be differentiated and completely individualized
- ◉ GET CREATIVE!

IDEAS FOR COACHING A SURVIVOR

- ◉ Shift grade levels or schools:
 - Many just need a change of pace
 - We shift anywhere from 5-13% of our staff to different grades and schools yearly
- ◉ Invite them to join a committee
 - Encourage them to share their expertise
- ◉ Encourage them to explore a coaching role
 - Often they are overwhelmed by teaching all subjects but can excel in one area
- ◉ Council them to explore retirement options
 - Sad but true for some staff....teaching is hard!

FINAL WORDS...

QUESTIONS