Who is Coaching the Coaches?

Papillion La Vista Community Schools

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What's the Why?

"...[A coach is] part advisor, part sounding board, part cheerleader, part manager and part strategist." The Business Journal, April 10, 2000

"I ABSOLUTELY BELIEVE THAT PEOPLE, **UNLESS COACHED,** NEVER REACH THEIR MAXIMUM CAPABILITIES."
-BOB NARDELLI
CEO, HOME DEPOT

"COACHING IS THE UNIVERSAL LANGUAGE OF **CHANGE AND LEARNING.**"
- CNN

A coach is someone who tells you what you don't want to hear, and has you see what you don't want to see, so you can be who you have always known you can be."
Tom Landry

"I never cease to be amazed at the power of the coaching process to draw out the skills or talent that was previously hidden within an individual, and which invariably finds a way to solve a problem previously thought unsolvable," John Russell, Managing Director, Harley-Davidson Europe Ltd.

Facilitation:

▶ Began with Celebrations and Recognitions
▶ Team Building
     Used Adaptive Schools and Modeled Marzano Instructional Strategies
▶ Goal Setting
▶ Coaching Model
▶ Technology Integration
▶ Job-Alike Break Outs
▶ Continuous Feedback to Meet Needs

Team Building:

▶ Grouping strategies
▶ Field Trip (included secretaries from Curriculum Department)
▶ Reflection
▶ Team Building Activities
  ▶ Give One Get One
  ▶ _____Name_____ spend my time doing _____ and a trick of the trade is _____
  ▶ What did I learn?

Processing Example:

Escape Room Debrief, Coaches Meeting March, 2017

Form a single file line and step out **on my cue** in response to:

Were you a leader or a follower...step out	Why did you put yourself where you did?
Were you a talker or a listener...step out	Why did you put yourself where you did?
Were you a giver or a taker...step out	Why did you put yourself where you did?
Were you safe or unsafe...step out	Why did you put yourself where you did?
Were you random or systematic...step out	Why did you put yourself where you did?
Were you a coach or a player...step out	Why did you put yourself where you did?

Questions for turn and talk:
How apart were your positons for where you are and where you'd like to be?
Did you see any patterns in your positions?
How might you work toward getting to where you would like to be?
Do you see a connection between this learning and your "real life?"

Group Goal Setting
Hopes and Dreams as a PLCS Coach

Relationships
▶ Building trusting professional relationships to impact growth for ALL. (5)
  ▶ Build Relationships
    ▶ that can evolve overtime
  ▶ that will evolve in a positive direction over time
▶ We will listen and build relationships in order to build capacity and affect change. (8)
▶ We will foster relationships that will strengthen over time
▶ Professional Growth
▶ We will allow ourselves protected time for growth in order to effect ourselves and other colleagues. (6)
Build Capacity (own & others)
  ▶ embrace challenges as opportunities to learn and grow and model it for others (1)
  ▶ we will embrace challenges as opportunities and take time to celebrate the impact we have made.
    ▶ time and space in which to learn/grow for self – to give myself the grace and time to read, call another coach etc. (1)
Technology Growth
  ▶ self, staff, students (1)
▶ We will build our own capacity by creating time for professional growth.
Change
▶ We will evolve the disposition and conversation to embrace change, new ideas and innovative approaches to teaching and learning.
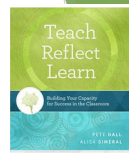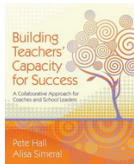▶ Time and grace in which to learn and grow for self to impact teacher growth

IDEAL Goals:

- How do we measure coaching "success" - IDEAL goals
- Model a classroom goal - IDEAL process - department/content area goal
- Action Plan - Next Steps of Building Teacher's Capacity for Success - workshop Sept 8
- What they see as next step - where to next?
- How do we see our goals from out last meeting fitting into this? - Reflection on hopes and dreams from last meeting

Hall and Simeral Model:

- Workshop
- Book Study
- Coaching Scenarios
- Revisit Learning Monthly

- So we went to a workshop at the ESU . . . Now what?
- Around the room and back again (pg. 103)
- What I felt was most valuable? What I would like to see happen next as a follow up.
- Table processing
- Group processing
- Sharing of other resources already happening by your or your school?

Keep Calm and Try Not to Crash and Burn (Scenario):

- Working with a teacher on strategies to use with a student. At the initial meeting the teacher shared concerns and strategies she had tried. I conducted a few observations and we met again to talk through some new strategies. At the next observation, I noted that the teacher was not utilizing the strategies we discussed, when I asked her about it, she said she was using them, but she didn't feel they had made much impact yet.

- Presenting staff development activity to a group with a couple of teachers attentive, several passively inattentive (doing email, grading papers, etc.) and several actively inattentive (side conversations). Then later on getting questions from those that were inattentive that were thoroughly addressed in the activity.

- A teacher show up very upset about a student's behavior. The teacher has feelings that the intervention is not improving behavior. When you look at data, the intervention shows it is on track. How do you continue to help this teacher realize current reality and next steps?
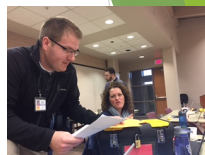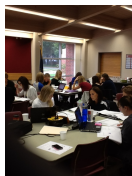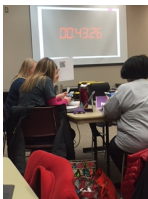
Technology Integration:

Demonstrate technology and embed throughout meeting:

- Haiku Deck
- Office Mix
- Speed Sharing
- QR Codes
- Breakout EDU
- Twitter
- *RECAP
- Blogging
- See Saw

- One note for maintaining coaching logs
- Capturing, storing and sharing videos via YouTube
- Swivel
- Forms of video coaching

Job-a-like Breakouts:

Continuous Feedback – January what is working?

- Learned new technology / Tips / support
- Building relationships
- Building capacity through discussion
- Ideal Goals
- An avenue to have discussions with people in similar roles / networking / teambuilding / collaborating
- Sharing out of chapters from original workshop
- Conversations and definition of about coaches role
- Opportunities for professional development / book study IIIIII
- Ideas for presentation methods
- Getting to work with people I don't see on a regular basis
- Focus on Hall / Simeral book -The **book study** activities have enhanced my understanding and appreciation for coaching IIIIII
- ESU coaching extension into meetings
- Increased knowledge of coaching
- Article – Reading and Group Process

Continuous Feedback: "We need . . ."

- More problem solving strategies for obstacles we encounter
- More time at end of meeting with our small team of same – role coaches to reflect
- Instructional rounds or videos in action to reflect on together and debrief II
- More time for IDEAL goal work / share goals
- How to help teachers use data
- Deeper dive into presentation and coaching strategies
- Video coaching in action so we can watch and evaluate techniques together
- Some way to share strategies - for building relationships, getting into classrooms, managing time….
- Meet with administration once to build vision
- Questioning strategies for coaching
- Time to reflect on how implementation of the Hall / Simeral model of coaching is going and how to maintain fidelity
- Tech practice
- Book study where we converse and share ideas
- Sometimes more of a toolbox setting - where we can begin to develop what our coaching model looks like - the coaching model could help PLC's and even take the place of IDEAL goals if we develop it correctly

2017-2018 Next Steps

- Research and identify consistent model
- Conduct time studies
- Develop common understanding with administ
- Encourage principals to attend Hall and Simeral workshops at the ESU
- Differentiate technology training to be differentiated - small groups - hands on - actually do it - coached at it

WE DID IT!