



Cap Cana Heritage School  
Instructional Coach Training #1-2  
June 14-15, 2016


[www.dereckrhoads.com](http://www.dereckrhoads.com)

# Welcome and Introductions

**http://www**



[dereckrhoads.com/cchscoaching](http://dereckrhoads.com/cchscoaching)



“My goal for these two days is...”

An illustration of four stylized human figures at the bottom of the frame. From left to right: a woman with orange hair and an orange top; a man with brown hair, glasses, and a brown top; a man with teal hair and a teal top with a white collar; and a woman with pink hair and a pink top. Above each figure is a speech bubble. The first bubble is orange and contains the text “My goal for these two days is...”. The second bubble is pink and contains the text “I am here because...”. The third bubble is teal and contains the text “I’m looking forward to...”. There is also a fourth, light blue bubble partially visible behind the others.

“I am here because...”

“I’m looking forward to...”





### **VISION STATEMENT**

To be a true learning community  
that is committed to the pursuit of excellence,  
leadership and personal integrity

### **MISSION STATEMENT**

To provide our students with a holistic, research-based education  
within a nurturing and diverse environment that promotes  
lifelong learning, as they pursue leadership, integrity, and wisdom,  
while acquiring critical thinking skills and competencies necessary  
to become a caring, proactive, responsible member of society.

### **CORE VALUES**

- Leadership - Integrity - Wisdom

### **STUDENT OUTCOMES**

- To develop competencies in language usage and communication.
- To develop competencies in the use of technology and information.
- To develop competencies in critical thinking and investigative learning.
- To develop competencies in creative arts and cultural awareness.
- To develop competencies in social and personal responsibility.
- To develop competencies in learning to learn.



True learning community

Excellence, leadership, and  
personal integrity

Holistic, research-based  
education

Nurturing environment

Lifelong learning

Leadership, integrity, wisdom

Competencies

“Your joining CCHS, what can you  
tell us about its Mission and  
Vision?”



“How do you help make CCHS  
a True Learning Community?”







Wanted:  
Great  
Teachers



**Great Teachers  
want Great Leaders!**

+ FOLLOW LEADERS WANTED!

“Go to the People, live among them, love them.  
Start with what they know, build on what they have.

But of the best leaders, when their task is  
accomplished, their work is done, the people will  
remark, we have done it ourselves.”

---

Ancient Chinese Proverb

**TIME** 😊  
FOR A  
**BREAK**



*To be better **EDUcators...***

**LEARNING**

**TEACHing**

*...we must  
first be better  
**LEARNers.***

Tom Whitby



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Holistic, research-based  
education

Nurturing environment

## **Lifelong learning**

Leadership, integrity, wisdom

Competencies

# ESSENTIAL QUESTION

What are the characteristics of an effective instructional coach, what do they need to know and be able to do?

Where do you need to further refine your knowledge and skills?

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# GOALS FOR OUR 2 DAYS TOGETHER - DAY 1

Role of Coach & Admin in improving student achievement. Why Coaching?

- School specific goals
- Roles related to those goals
- Timetable planning & areas of focus

# GOALS FOR OUR 2 DAYS TOGETHER - DAY 2

Framing Roles of Coach/Admin Related to  
“Typical” Staff

- Refine & individualize school specific goals & timetable plan
- Plan timetable actions
- Plan opening year message to staff & community regarding coaching

Questions?




My role

is

\_\_\_\_\_

# ROLES OF ADMIN & COACH?

Coach	Administrator
	

# SIMILARITIES & DIFFERENCES BETWEEN ADMIN & COACH?

**Similarities**

**Differences**



## Outline your actions?

Outline the **specific strategies** and/or **actions** you will take **in your role** to ensure that the coach and the administrator rely on each other to fully support and guide teachers as they strive for improvement

Role: Coach/Admin (circle one)

# Coach & Principal...

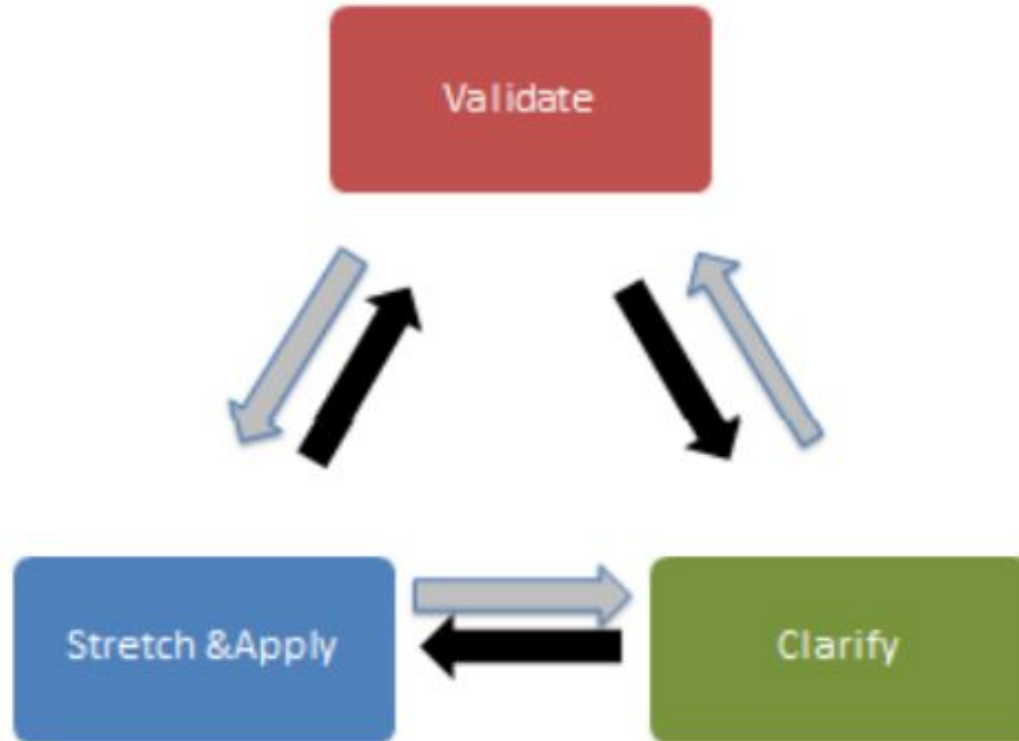
In most cases, if the principal does not support the coach, the coach will not be effective.

If you don't collaborate, why should your teachers?

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# Coaching Conversations



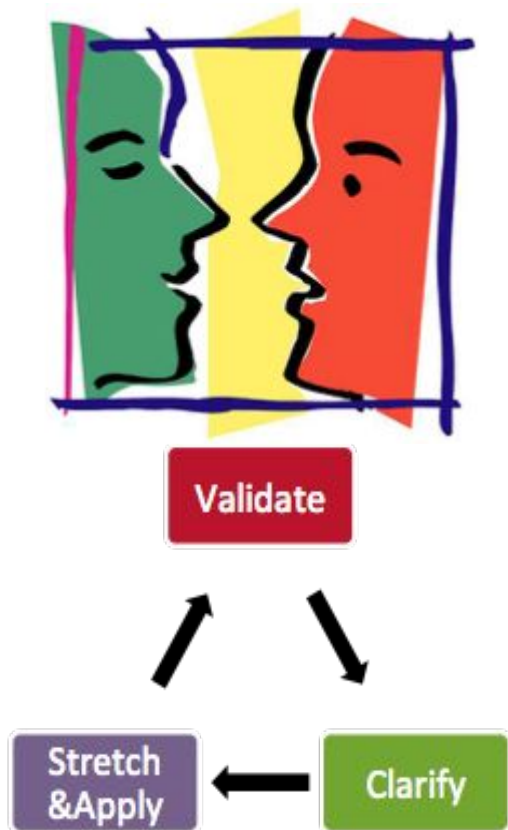
# LISTENING SKILLS

Listening means...

Listening  
=  
Learning

10 minutes of our complete attention is worth more than 30 minutes with distractions.

# COACHING CONVERSATIONS - SOME TYPICAL STEMS



Develop bank of coaching stems for each “typical” conversation or anticipated need.

Practice role play conversations and discuss challenges/solutions based the outline of **specific strategies** and/or **actions** you will take **in your role** to ensure that the coach and the administrator rely on each other to fully support and guide teachers as they strive for improvement

**Validate:** Affirms strength or rationale

**Clarify:** Asks for greater detail, probes deeper

**Stretch:** Pushes the educator to think about next steps for growth and development

# Student Learning Objective Video

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Look for

Group 1 - Validate

Group 2- Clarify

Group 3- Stretch

Video Link: <http://www.kaltura.com/tiny/wrmfr>



**TIME** 😊  
FOR A  
**BREAK**





# What are you thinking or wondering?





**cultural**

**shifts**



IDEA



ACTION PLAN



RESULTS

# WHY COACHING?





SUPPORTER OF STUDENT LEARNING

# The Knowing - Doing Gap

*“Knowing is not enough. We must apply.  
Willing is not enough. We must do.”*

Von Goethe



TEACHER FOCUS OR SUBJECT FOCUS



# WHY COACHING?

Within six weeks of starting a new school year, 85 percent of teachers who worked with instructional coaches implemented at least one new instructional strategy. By contrast, traditional in-service programs reveal a dismal 10 percent implementation rate. (see Knight)

What is the return on the investment?

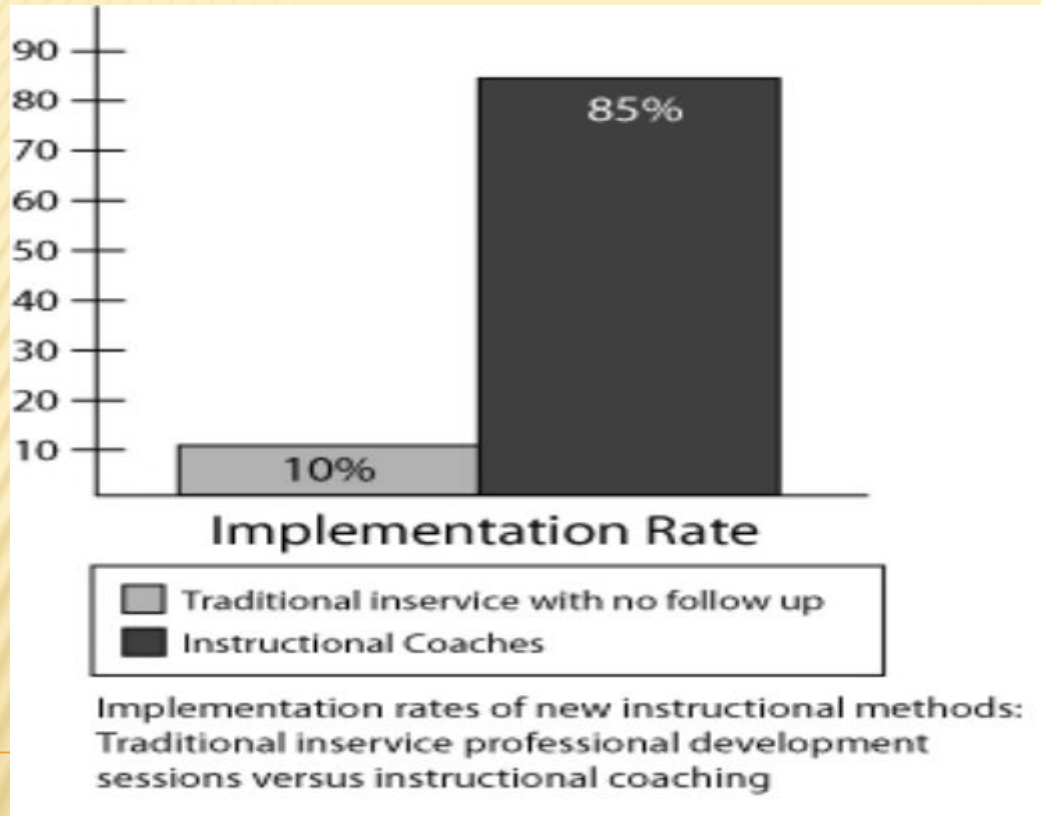
Where then should you spend your focus?

How is coach's time best spent? to use your time?



## ***Research on Instructional Coaching***

Recent Research Indicates That With Classroom Coaching, Implementation rates rise... 85% - 90%



University of Kansas Center for Research on Learning

## Professional Learning Strategies and their level of impact

Source: *Student Achievement through Staff Development* 3<sup>rd</sup> edition, by Bruce J. Glass and Beverly Shivers. Alexandria, VA: ASCD, 2002.

Components of Training	Awareness Plus Concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching/ Study Teams/ Peer Visits	90%	90%	85-90%

Follow up leads to

**Success.**



The best part of teaching  
is that it matters.

The hardest part of teaching  
is that every moment matters,  
every day.

--Quote from @ToddWhitaker's #ASCD12 session

TEACHER NEEDS MATTER:

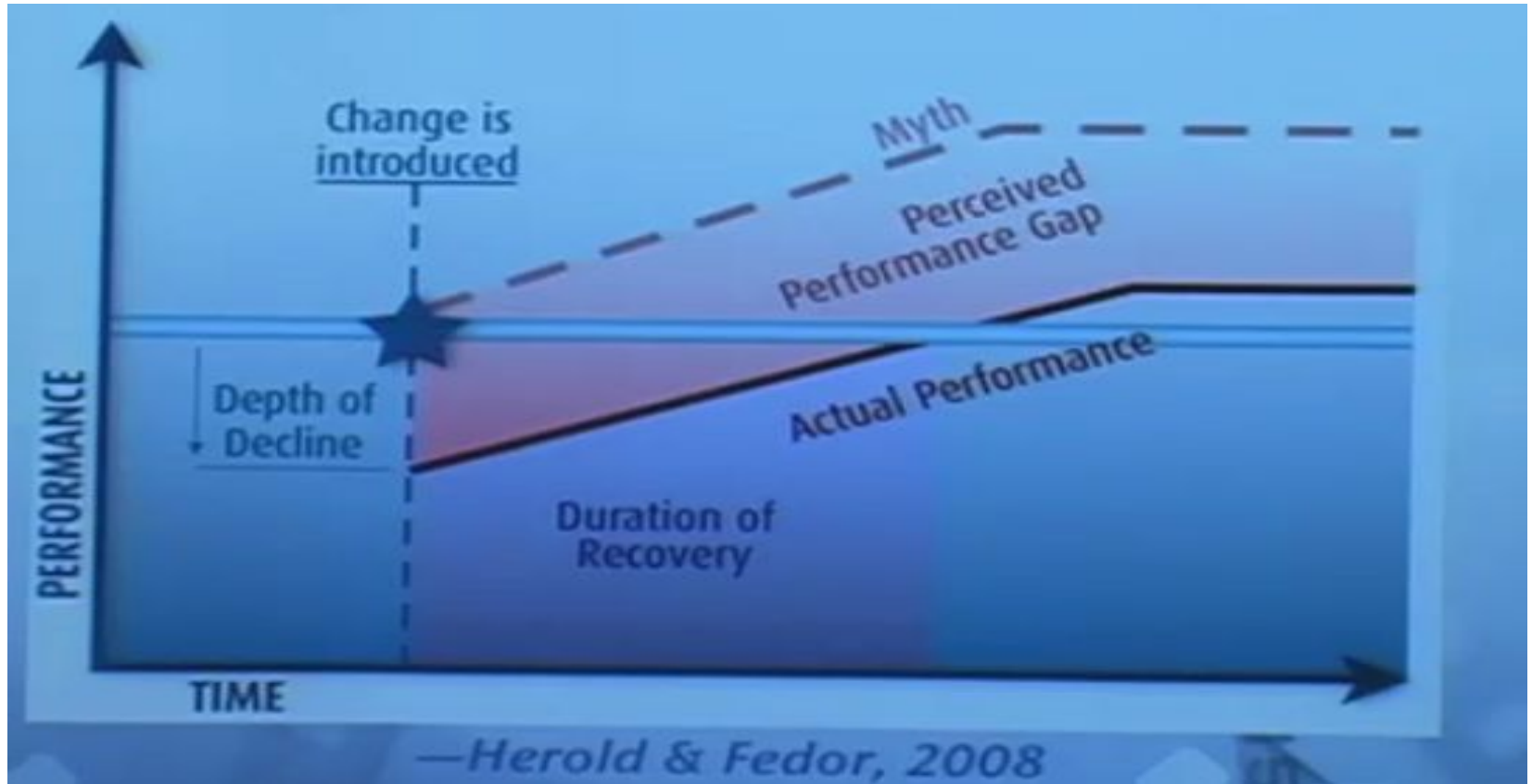
# THE BIG PICTURE

Learning Goals (Stage 1)	Assessments (Stage 2)	Instructional Models & Strategies	Scaffolding Techniques
UNPACK Standards and Focus on Big Ideas	Use Varied Assessment Matched to Learning Outcomes	Match Models & Strategies to Learning Outcomes based on Data	Support all Learners to Provide Access to Rigor (Teach Up); Differentiate



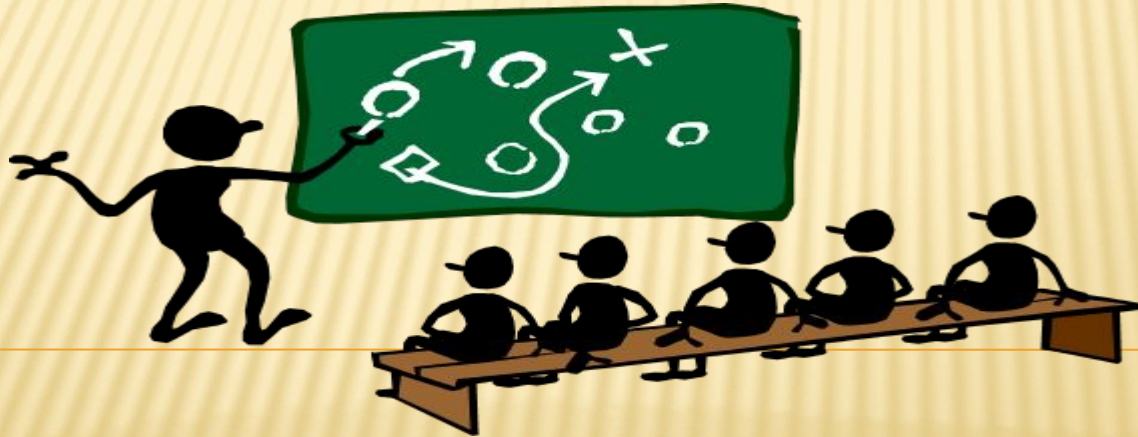
ALIGNMENT

# Implementation Dip





WHAT ARE THE CHARACTERISTICS  
OF AN EFFECTIVE COACH, WHAT DO  
THEY NEED TO KNOW AND BE ABLE  
TO DO?



# WHAT IS EFFECTIVE?

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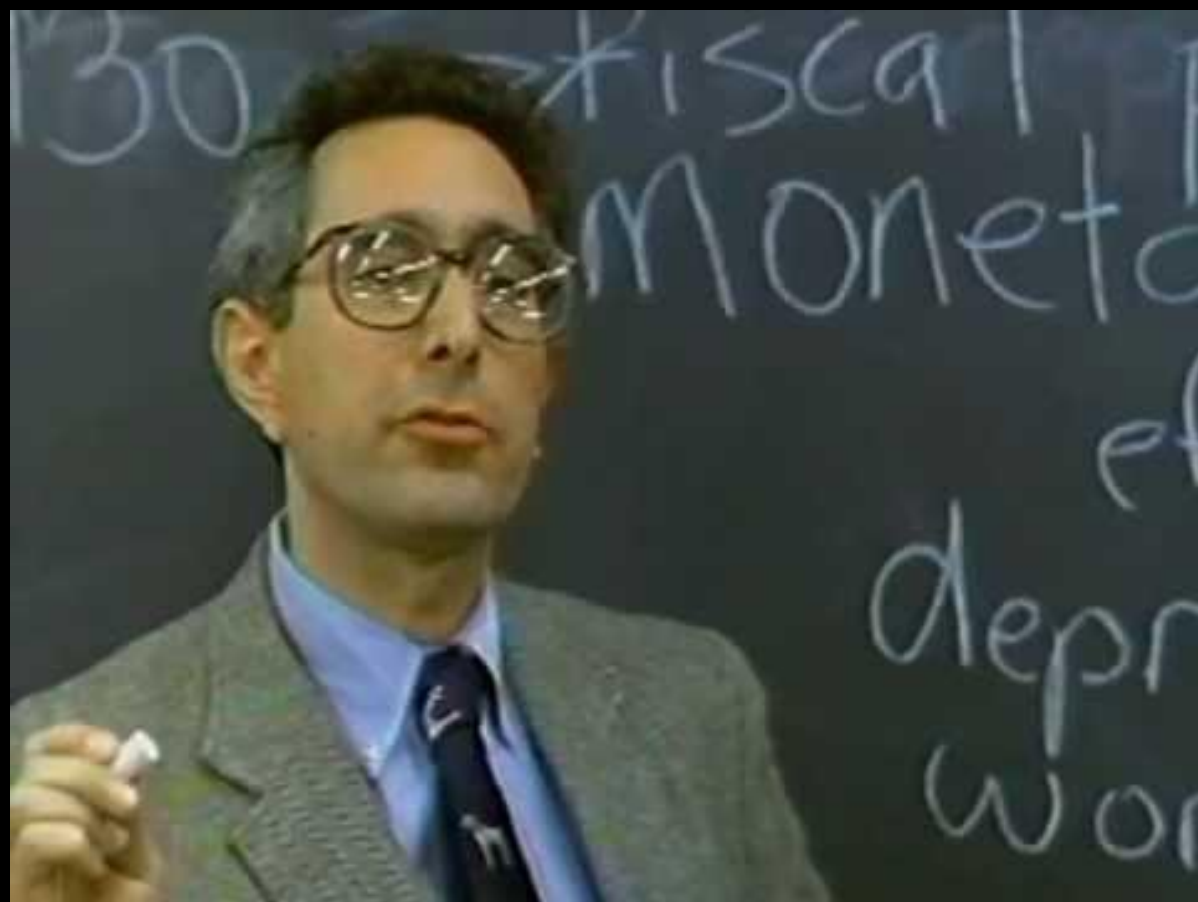
- ✗ EFFECTIVE is defined as success based on student outcomes– not did I like it, or did the students like it– but WAS IT EFFECTIVE?





# INSTRUCTIONAL COACHING





# Instructional Coaching Components

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Observe

Enroll Teachers

Identify Need

Select Effective Strategies

Model Demo Lessons

Co-plan/Co-teach

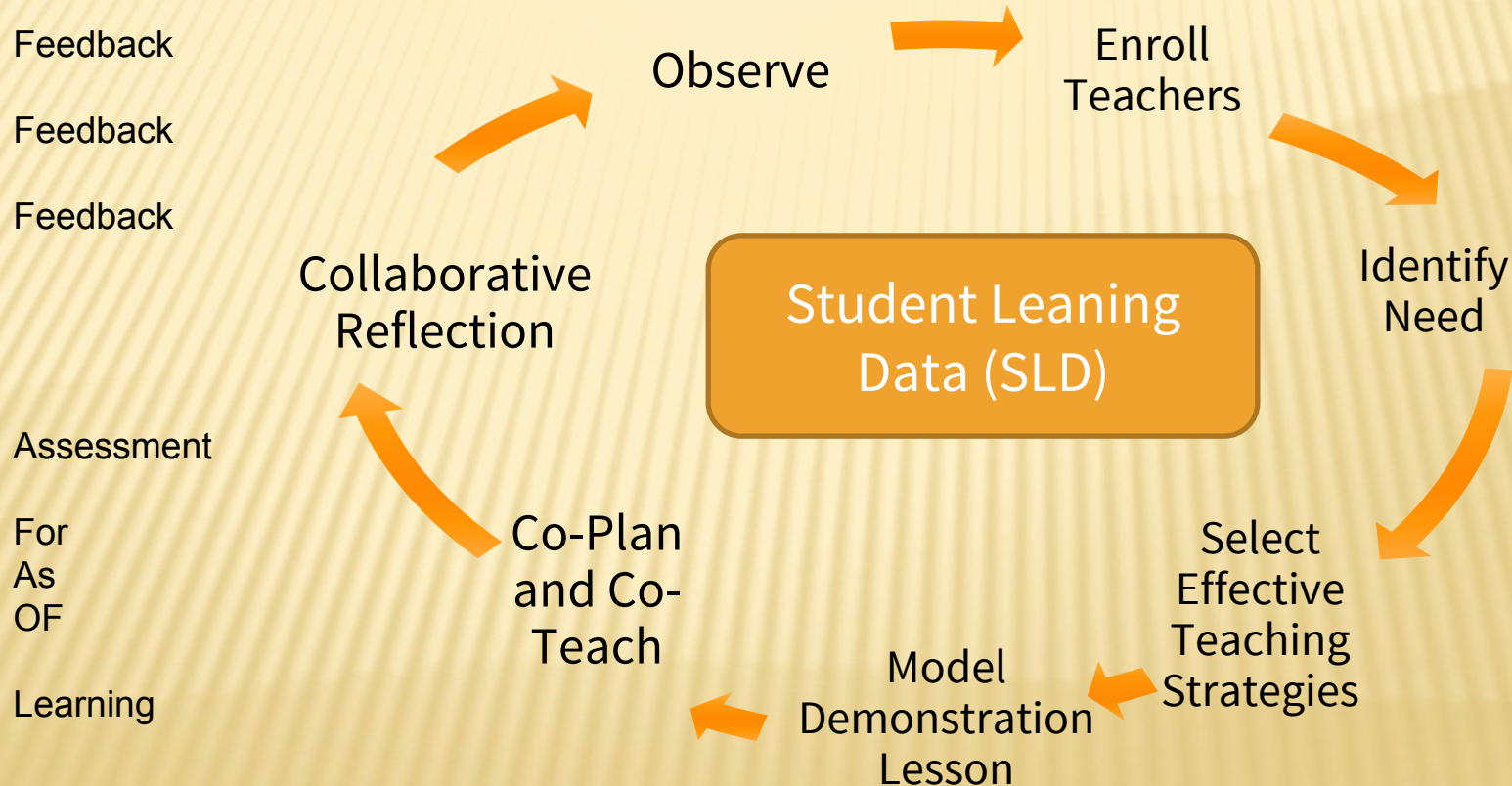
Collaboratively Reflect

(Student Data!)

**FEEDBACK**

**ASSESSMENT**

# INSTRUCTIONAL COACHING COMPONENTS





# COACHING BIG FOUR

- Content
- Instructional Practices
- **Assessment for Learning**
- Classroom Management



CONTENT



Instructional  
Strategies



Assessment



CLASSROOM  
MANAGEMENT



# UNDERSTAND SCHOOL GOALS & YOUR ROLES

ULTIMATELY AFFECTING STUDENT ACHIEVEMENT







**RESULTS**



purpose ~  
meaning, worth,  
intention

# Goals:

1.

2.

3.



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“To accomplish  
my goal I plan  
to...”

“I used to...  
but now I  
think...”

“I’m looking  
forward to...”

# ESSENTIAL QUESTION REFLECTION

What are the characteristics of an effective instructional coach, what do they need to know and be able to do?

Where do you need to further refine your knowledge and skills?

---





# WAVE OF THOUGHTS





thank  
you!



# Day 2

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# ESSENTIAL QUESTION REFLECTION

What are the characteristics of an effective instructional coach, what do they need to know and be able to do?

Where do you need to further refine your knowledge and skills?

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# GOALS FOR OUR 2 DAYS TOGETHER - DAY 2

Framing Roles of Coach/Admin Related to  
“Typical” Staff

- Refine & individualize school specific goals & timetable plan
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# Remember...

The Change Process

Human Nature

Your roles as leaders

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# Prochaska's Stages of Change

- Pre-contemplation (don't see need)
  - Contemplation (weigh pro's / con's)
  - Preparation (prep for change)
  - Activation (participate in change)
  - Maintenance (trying not to go back)
  - Termination/Integration (part of normal life)
-



# Change at your school?

- It is the responsibility of ALL teachers to (teach academic vocabulary, teach writing, incorporate technology, etc.)
  - Name a desired change (goal) for the coming year. How will coaches make it easier?
-

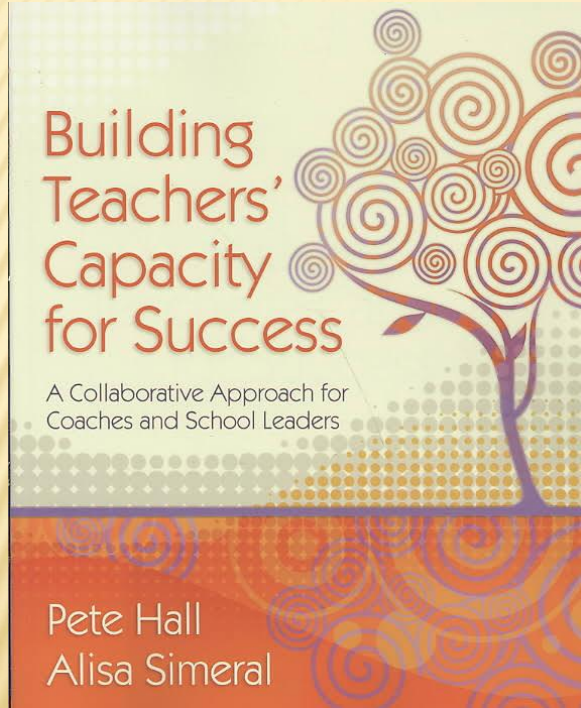
# How will coaches make it easier?

- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_

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# Stages of Development

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- ✗ Unaware
- ✗ Conscious
- ✗ Action
- ✗ Refinement



# RENOVATING THEIR VISIONS: THE METAPHOR OF THE HOUSE



- ✗ Resisters
- ✗ Accessorizers
- ✗ Redecorators
- ✗ Renovators

Adapted from work done by Catherine Brighton, Ph.D.  
University of Virginia



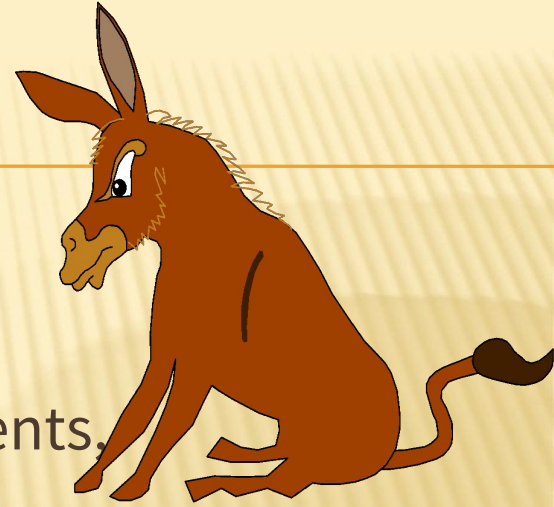
# RESISTERS...

## **Overt resisters**—dramatic refusals

Verbal dismissal, rescinding permission to be observed, interviewed, requested reassignments, left school or teaching profession

## **Covert resisters**—creative avoidance

Demonstrated strong avoidance behaviors, fabricated lengthy reasons why deadlines couldn't be met, lessons executed or assessments completed



## From Coach's journal

"I was scheduled to interview Cathy from 9:00-9:30 today. This schedule had been given to teachers in September. She did not attend the meeting I arranged in September, she did not attend the workshop held in October... She was absent in November when I visited. I have left notes, talked to the principal about teachers not coming to morning meetings, and sent reminder messages to the school before each visit...

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*... This morning when I went to Mrs. Thiery's room, she was in the hallway. It was a bit before 9:00. I approached her and asked her if she remembered I was coming today (since she did not attend the morning meeting again today!) to interview her. She said that she did not, that this was her only planning period and she was very busy, then turned and walked away down the stairs."*



# ACCESSORIZERS

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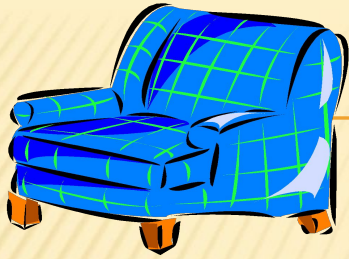
- ✗ Intermittent involvement with innovation
- ✗ Motivation: placating change agents, pleasing superiors, improving personal position
- ✗ Do as much as necessary to improve position, gain status and approval
- ✗ No tolerance for ambiguity, strong need to retain sense of competence
- ✗ Serious misunderstandings about instructional innovation

# ACCESSORIZERS

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- ✗ Strong command of classroom management
- ✗ Provides moderate challenge to students
- ✗ Personal definition of success as teacher: students well-behaved, strong parental approval, high status in school
- ✗ High perception of personal competence reinforced by parents, students, and administrators

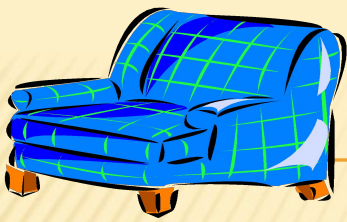


# REDECORATORS

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- ✗ Targeted implementers, focusing efforts in specific areas of the curriculum, incorporating ONLY those strategies and practices that align with deeply held beliefs about teaching and learning
- ✗ Generally possess a strong command of their discipline, and are effective classroom managers
- ✗ Most are seasoned– average greater than 20 years experience in teaching





# REDECORATORS

- ✗ Generally less showy than Accessorizers' classrooms—no 'dog and pony show' for observers, coaches, and visitors
- ✗ Seem to harbor a belief that they know better than innovators, coaches about what is appropriate for use in their classrooms.
- ✗ Technically accurate interpretations of selective components of innovations (differentiation & performance assessment)
- ✗ Traditional, mostly effective teaching practices



## From teacher interview:

*“What it boils down to is the kids are supposed to learn from their reading. Which is fine in theory. But again, I am a strong believer in... I teach, I give the examples, and generally by and large they still have a lot of reading and math to do from their book... Direct instruction. I believe the children have to be taught skills before they can use them.”*

## From coach's journal:

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“He recognizes the need for differentiation for those who either already know the material or catch on very quickly. He has been most concerned however with establishing a classroom atmosphere in which students were in control and responsive to him before adding any new elements.”

# RENOVATORS

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- ✗ Constantly attempting to implement and improve innovation
- ✗ Motivated by feeling of responsibility to students and personal need to grow
- ✗ Feel that professionals must constantly grow and learn





# RENOVATORS

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- ✗ Understand that risk-taking, discomfort, and failure are part of growth process
- ✗ Seek comprehensive understanding of innovation
- ✗ Strong command of content, pedagogy, and classroom management



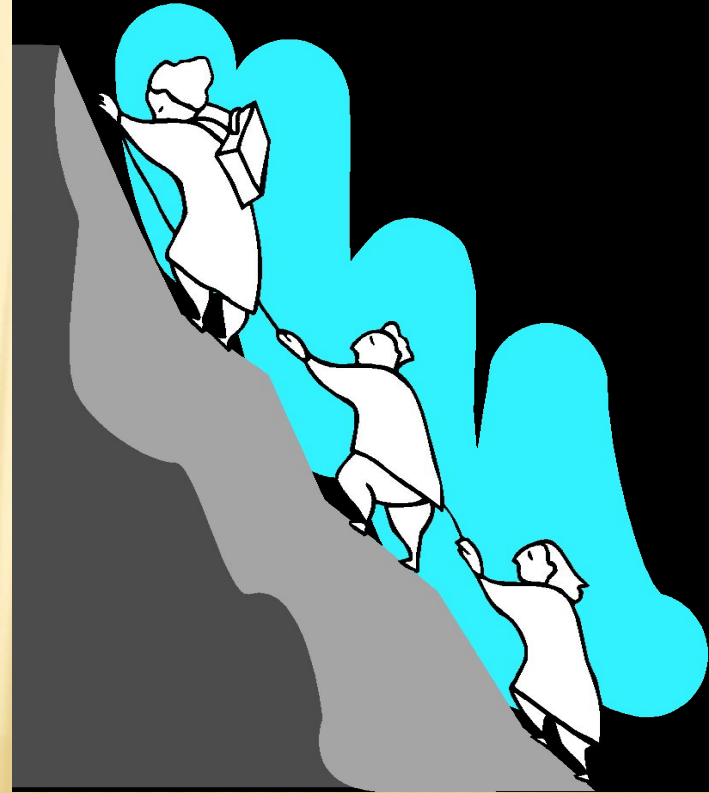
# DEALING WITH DISCOMFORT: EARLY STAGES IN THE RENOVATION PROCESS

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“I don’t have the confidence this year that I’ve had in the past. I feel like I’m trying to capture far too many things. So then you question, you know, you question yourself. I want to be a differentiated teacher, I want to do all this stuff, but I’ve also got to get everything else done. I know I can reach that particular goal, but I know it’s going to happen slowly. I know this is going to be a hard year for it to happen, and I just have to accept those things. But that is a goal– to try and do more and more of it– because I really do like it.”

“For years I was getting to a comfort level where I could practically do things with my eyes closed. I had been there too long. My comfort level is never to be stagnant. I want to kind of reach out. So there are days when I come home thinking, if I was to rate this on a scale of one to ten, ten being the best, I probably could give myself a two because I didn’t feel good about it.”



**TIME** 😊  
FOR A  
**BREAK**



# FRAMING ROLES OF COACH/ADMIN RELATED TO “TYPICAL” STAFF

## Stages and States at CCHS

- Heart of confidentiality
- Formative to summative: When the conversation changes



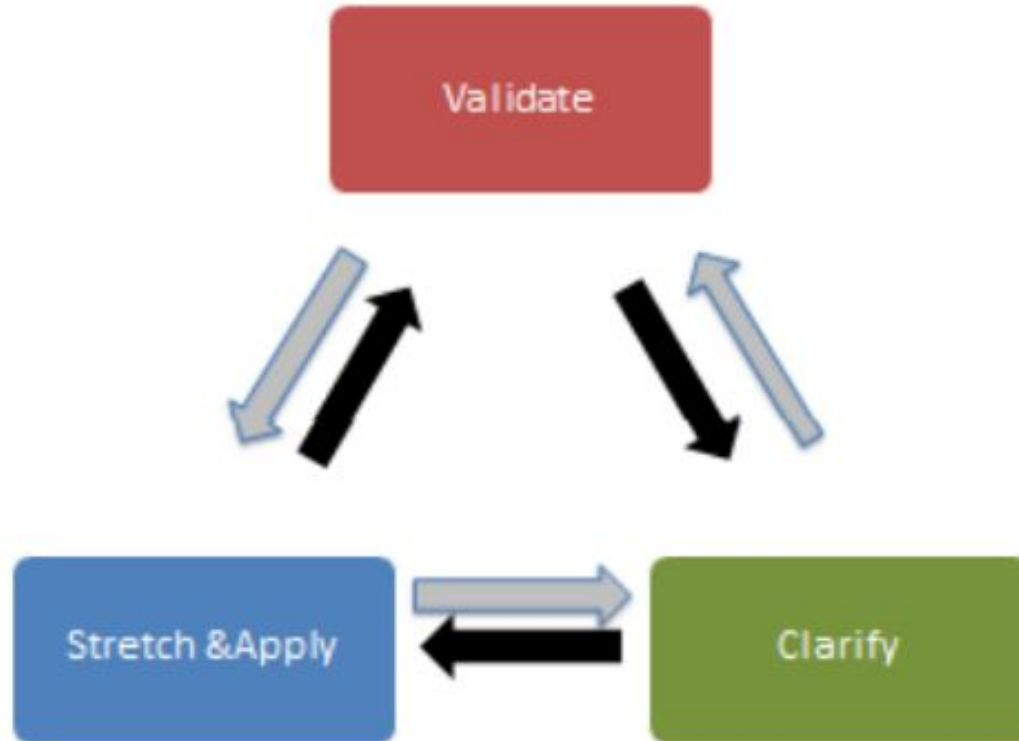
Let's  
**Discuss...**

WHAT WILL IT LOOK LIKE AT CCHS?

# COACHING CONVERSATIONS



# Coaching Conversations



**Validate:** Affirms strength or rationale

**Clarify:** Asks for greater detail, probes deeper

**Stretch:** Pushes the educator to think about next steps for growth and development

# COACHING CONVERSATIONS

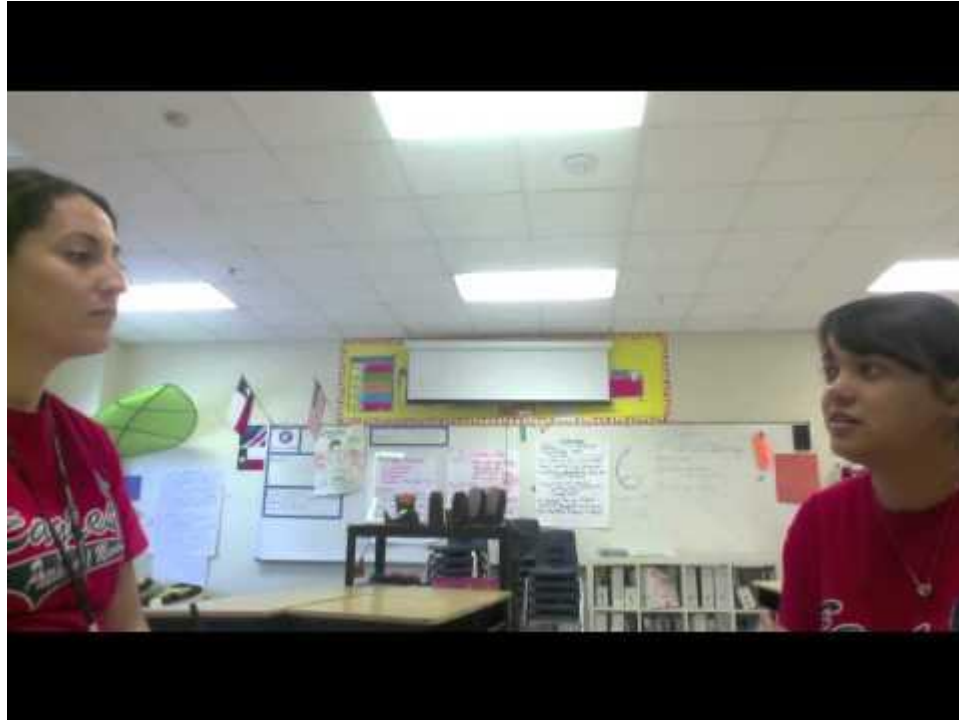


# COACHING CONVERSATIONS





# COACHING CONVERSATIONS



# COACHING CONVERSATIONS



## How Could This Growth Target Be Improved?

During the fall semester, 50 percent of the students will earn a National Physical Fitness award for their performance on the Physical Fitness test.

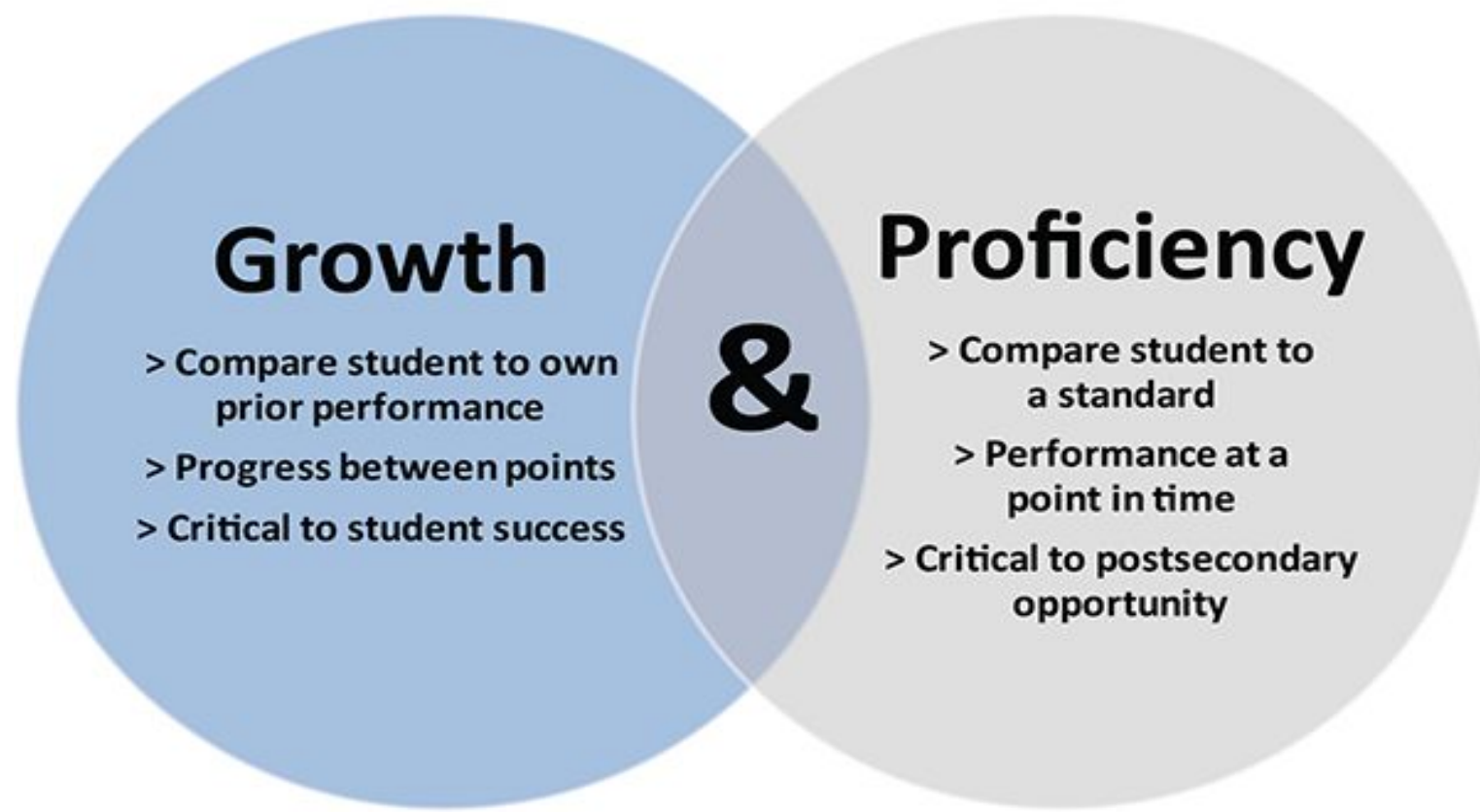
This target is focused on proficiency, not growth. It also only requires 50 percent of students to meet the specified goal.

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graph TD; A["This target is focused on proficiency, not growth. It also only requires 50 percent of students to meet the specified goal."] --> B["Use baseline data to inform the target(s)."]; A --> C["Focus on growth, not proficiency."];
```

Use baseline data to inform the target(s).

Focus on growth, not proficiency.

# A More Complete Picture of Student Learning







IDEA



ACTION PLAN



RESULTS

**cultural**

**shifts**



- Refine & individualize school specific goals & timetable plan
- Plan timetable actions
- Plan opening year message to staff & community regarding coaching

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# Keep in mind.... Adult Learners

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- ✗ Differentiate the professional development and coaching experiences in response to teachers' diverse needs & student data

# Keep in mind... Coaching Focus

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- ✗ Pre-assess teachers' beliefs and attitudes regarding focus (e.g., assessment literacy, content planning, etc.)

# Keep in mind... Change Process

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- ✗ Ensure adequate support during the change process (time, resources, administrative leadership)
- ✗ Sustain the change



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- ✗ Where do your teachers need work regarding assessment literacy knowledge?

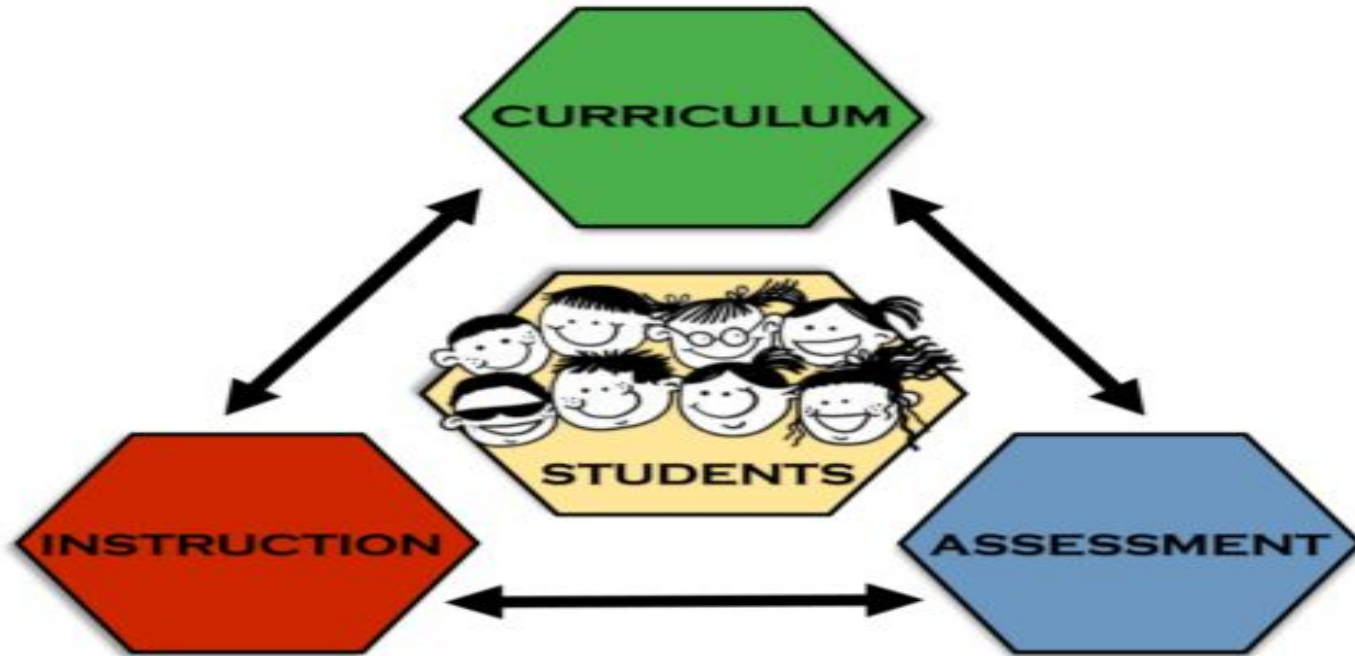
# Keep in mind... Next Steps

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- ✗ Where do your teachers need work regarding assessment literacy knowledge?
- ✗ Ensure coaches have training and support

The question we must teach teachers to ask is not did the students complete all the assignments and do their homework, but rather, ***did they learn what they were supposed to learn, did they retain it over time, and can they use it in ways that demonstrate understanding at a high level.***

**Effective teaching must include both planning for instruction as well as planning for assessment.**



# Keep in mind...

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✗ You are going to do GREAT!

- + Anything new is a little scary but it can be a lot of fun once you try it!
- + No one expects you to be perfect.







# WAVE OF THOUGHTS







*Until*

*Next time*