AASA
February, 2013

Coaching for Performance
presented by
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Note well…

• Several of the frames in this PowerPoint will not be discussed in our round table but they provide a base for program evaluation or to implement a coaching program. A Webinar is also available on coaching.
Research and Theory
a little history

Clinical Supervision c. 1960 + (Cogan, Goldhammer & Anderson).

Joyce & Showers, 2002
1. Practice and skill
2. More appropriate
3. Longer term retention
4. Explain to students
5. Purpose and use
## Boosting Retention Rate:

Average Retention after 24 hours
Adapted from David Sousa figure 3.8 in his text *How the Brain Learns*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>5%</td>
</tr>
<tr>
<td>Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Audio-visual</td>
<td>20%</td>
</tr>
<tr>
<td>Demonstration</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Groups</td>
<td>50%</td>
</tr>
<tr>
<td>Practice Doing</td>
<td>75%</td>
</tr>
<tr>
<td>Teaching others</td>
<td>90%</td>
</tr>
</tbody>
</table>
Teachers need support...

| Training Components and Attainment of Outcomes in Terms of Percent of Participants |
|-------------------------------|----------------|-------------------------------|------------------------------------------------|
| Components | Knowledge (thorough) | Skill (strong) | Transfer (executive implementation) |
| Study of Theory | 10 | 5 | 0 |
| Demonstrations | 30 | 20 | 0 |
| Practice | 60 | 60 | 5 |
| Peer Coaching | 95 | 95 | 95 |

From Joyce and Showers (2002), see references
The coach...

Not a teacher, but they teach
Not the boss but bossy
Perhaps not that skillful but...

Mainly they observe, judge, and guide...

Gawande, 2011
Goals

1. To point teachers toward best practices.
2. To show teachers what good teaching looks like.
3. To help teachers maintain performance.
4. To help teachers achieve flow.
5. To help teachers take risks.
Separation from Evaluation

Non-threatening communication
Rogers & Farson, 2006

Emphasize learning and growth
Thomasina Piercy, 2006

Privacy makes it easier to admit trepidation or lack of knowledge
Nancy Adler, 2006
Requirements

Trust - teacher/teacher & teacher/principal

Feedback - positive, specific, chunked, behavioral, descriptive

Choice - professional, builds trust, establishes partnerships
Models to consider...

The BIG FOUR - Knight, 2007
Inner Game - Galloway, 2000
Peer-to-peer - Roy 2011
GROW model - Whitmore, 2009
Coaching continuum - Norwood & Burke, 2011
Team coaching - Cutterbuck, 2010
Virtual coaching - Canter, 2010; Marzano, 2011
Distance coaching - MRL, 2012 not published
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Innovating: The teacher uses macro-strategies or adapts the strategy for unique applications.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Applying: The teacher uses the strategy with some degree of flow and automaticity.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Developing: The teacher uses the strategy but in a mechanistic way.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Beginning: The teacher uses the Strategy but incorrectly or with parts missing.</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>Not Using: The teacher does not use the Strategy.</td>
</tr>
</tbody>
</table>
Foundation

Establish a model of effective teaching

3 Groups
10 Design Questions
41 Elements
Yes, there are 41 lesson segments, but...

They are easily categorized into three types.
- Routine events
- Content
- On-the-spot
All similar…

They are all formatted the same in an exceptionally usable manner.
After some reflection, reviewing an observation, or looking at data the teacher and coach decide on one to work on.

*Just one* is easy and doable.

As an example, let’s take the first question.
What do I typically do to provide learning goals and scales?
What do I typically do to provide learning goals and scales?

The teacher provides a clearly stated learning goal accompanied by a scale or *rubric* that describes levels of performance relative to the learning goal.
Teacher Evidence

☐ Teacher has a learning goal posted so that all students can see it
☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
☐ Teacher makes reference to the learning goal throughout the lesson
☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
☐ Teacher makes reference to the scale or rubric throughout the lesson
Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric
Marzano grouped the Questions and Elements around what happens in the classroom during instruction:

1. Routine Events
2. Content
3. On the spot
Routine Events

Lesson Segments Involving Routine Events:

What will I do to establish and communicate learning goals, track student progress, and celebrate success?

What will I do to establish and maintain classroom rules and procedures?
Lesson Segments involving content:

What will I do to help students effectively interact with new knowledge?

What will I do to help students practice and deepen their understanding of new knowledge?

What do I typically do to help students generate and test hypotheses about new knowledge?
On the Spot

Lesson Segments enacted on-the-spot:

What will I do to engage students?

What will I do to recognize and acknowledge adherence to rules and procedures?

What do I typically do to establish and maintain effective relationships with students?

What will I do to communicate high expectations for students?
Reflective practice

Becoming a Reflective Teacher

with TINA BOGREN
TAMMY HEBLEBOWER
JESSICA KANOLD-MCINTYRE
DEBRA PICKERING

THE CLASSROOM STRATEGIES SERIES
Choosing alternatives

1. Becoming a Reflective Teacher
2. What do I need to improve?
3. Teaching/learning Literature

N.B. Choose ONE attribute to change and measure current performance.
The coaching cycle, Roy 2011

Performance
Base line data

Assessment
Measuring Growth

Choosing alternatives
What to coach

Practice
Time to get good at it...

Coaching
Teaching & Learning
Starting with the coaching cycle, a good application may be described as follows:

The coach (Carmen for this application) and the teacher (Terry will do) sit together to decide what they will do together to improve student learning in room 113. They review the data. Students are performing well for the most part, but both agree that higher levels of learning are possible.
Baseline Data

- Reflection
- Observation
- Video review
- Evaluation

Performance
Baseline data
Choosing the Skill to Improve

Personal:
- I want to be better at...

Professional:
- We have this need...

Choosing alternatives
What to coach
Choosing the Skill to Improve

Instructional model

1. Evaluation system
2. Instructional framework

Choosing alternatives
What to coach
## Choosing the Skill to Improve

### 1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

**Teacher Evidence**

- Teacher has a learning goal posted so that all students can see it.
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.
- Teacher makes reference to the learning goal throughout the lesson.
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it.
- Teacher makes reference to the scale or rubric throughout the lesson.

**Student Evidence**

- When asked, students can explain the learning goal for the lesson.
- When asked, students can explain how their current activities relate to the learning goal.
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.
## Choosing the Skill to Improve

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<th>Providing clear learning goals and scales (rubrics)</th>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Not Using (0)</th>
</tr>
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<tbody>
<tr>
<td>I adapt and create new strategies for unique student needs and situations.</td>
<td>I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance.</td>
<td>I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but do so in somewhat of a mechanistic way.</td>
<td>I use the strategy incorrectly or with parts missing.</td>
<td>I should use the strategy, but I don't.</td>
<td></td>
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Continuing the Walk

- Planning
- Co-teaching
- Modeling
- Critiquing

Coaching
Teaching and learning
Continuing the Walk

Practice time

Practice
Time to get good at it...
Finishing the Walk
Is there change?

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Assessment
Measuring growth
Assessment

• Teacher self-assessment
• Observation to reassess performance (peer or coach)
• Review of student data
• Anecdotal record
• Administrative observation

The cycle continues with another teaching/learning attribute.
What is our goal?

• Do we want to choose a skill and keep at it until level 4?

• Do we want to get everything working at level 3 and then go for 4’s?

• Typically, the latter!

• And what about those 0’s and 1’s?
It is almost universal that teachers find Elements that they don’t use. Even great teachers often find Elements that they can improve (or use) to broaden their repertoire. In any case the sole goal is getting better.

To move up the scoring scale...
<table>
<thead>
<tr>
<th>Scale</th>
<th>How am I doing?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4 Innovation</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking Student Progress</td>
<td>I adapt and create new strategies</td>
<td>I facilitate tracking of student progress using formative assessment and monitor student understanding</td>
<td>I track and progress and monitor student understanding in a mechanistic manner.</td>
</tr>
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Practice, practice, practice

• Several iteration of use in day-to-day classrooms
• Time to get comfortable
• Time for students to practice new model
• Time for students to acclimate

... change requires time and the understanding that the new is providing a better teaching/learning model.
Building Competence

One to two to three...

Beginning to Developing to Applying...

Up the scoring scale...
In the flow

Frequently we as teachers are “in the flow.” It feels terrific and is! The teaching and learning are coming as one.

Deliberate practice is more; it is the constant monitoring of every move, every part of the act with the goal of improvement. “Getting better is the only thing”
Expertise

The final tweak to greatness...

ON TO INNOVATING!!!

Up the scoring scale...
Coaching

Relationships
Trust

Getting better is the only thing...
Why Coaching?

- What schools are being asked to do
- Data
- Change is difficult
Who Needs a Coach?

Quite frankly we all do!

- Working by ourselves...
- Change is hard.
- A coach makes a difference.
Who Can (should) Coach?

- The sports model
- Our best teachers
- Faculty trained specifically for coaching
1. What are our goals?
2. How will we measure success?
3. Who will coach?
4. How will we staff this?
5. What is the role definition?
6. Are there limits?
7. What time is available for collaboration?
8. Wants or needs?
9. What is the role of the administration?
10. What is the intersection between evaluation and coaching?
Administrator as Coach

- Obvious conflict
- Pros may outweigh the cons
- Opportunity in coaching outside of the supervisory realm
Peer-to-Peer Coaching

- Dyads or triads
- Agree to work together
  1. Best chance of “doing it”
  2. Easier
  3. More fun
- Specific time limit
- Inform supervisor...
Video Review

- A teacher cannot assess performance during the event.
- A trained observer can discover and codify performance but...
- Watching yourself perform (with or without a second professional) enhances discovery.
Video Pros and Cons

- Teacher can watch as an outsider.
- Unlimited “instant replay.”
- Discussion of performance enhances vision.
- Classroom climate changes with video.
Modeling

- Teacher observes another teacher during his or her classroom instruction.
- Coach teaches the intended class.
- Target behaviors are demonstrated for the person coached.
Co-Teaching

Working together, teachers share the planning and instructional functions. These teachers learn from each other and offer opportunities to discuss and improve performance. Teachers also learn from simply watching; discussion can follow.
Active Coaching—Signaling

The coach is “in the room” with the teacher. A signal system has been established between the coach and the teacher. The coach signals the teacher to change aspects of his or her performance during the progress of the lesson.
Virtual Coaching

- Real time versus “later”
- Parallel to video review
- Requires appropriate technology (which many schools have)
- May be cost effective
Planning for Coaching

Think about lesson planning...

- What do we want to accomplish?
- How will we measure success?
- What program design will bring results?
Action Step 1

Determine the Goal

- What is our vision?
- What do we hope to accomplish?
- Is there a target population?
- Alternatives?

Communicate the goal!
Action Step 2

How Will We Measure Success?

- It really is important to know, really know, if and when you reach your goals!
- Will it be measuring teacher skills?
- Will it be “bringing up the bottom?”
- Will it be student data?
- Making AYP?

Then, celebrate!
Action Step 3

What Coaching Activities Will Bring results?

Choosing the right model to meet your goals is truly the easy part if the planning is in place...
Critical Details

This is what I have learned:

1. Establish targets (goals).
2. Assure time for the coach and the coached to collaborate.
3. Assess change.
4. Assure time to practice.
Possible Pitfalls

This is what I have learned:

1. Weak goals
2. Lack of accountability
3. Lack of direction for the coach and the coached.
4. Pusillanimous colleagues (don’t you love that word?)
Performance

- Teacher reflection
- PDP
- Data review
- Student survey
- Departmental review
- Peer observation
- Coach/mentor observation
- Video
- Evaluation
Choosing alternatives

• Teachers Guide to Reflective Practice
• What do I need to improve?
• Teaching/learning Literature

N.B. Choose ONE attribute to change and measure current performance.
Coaching

- Describing expected change
- Materials/curricular development
- Co-planning
- Co-teaching
- Modeling
- Professional visit

...until the teacher can voice the ability to “go it alone.”
Practice, practice, practice

- Several iteration of use in day-to-day classrooms
- Time to get comfortable
- Time for students to practice new model
- Time for students to acclimate

... change requires time and the understanding that the new is providing a better teaching/learning model.
Assessment

• Teacher self-assessment
• Observation to reassess performance (peer or coach)
• Review of student data
• Anecdotal record
• Administrative observation

The cycle continues with another teaching/learning attribute.
What about collegiality?

Who can help?

Classroom visits (getting better is the only thing)

Rounds...

• In twos or threes
• Get permission
• Scheduled
• Say thank you
• Discuss how we can get better around the design questions
Coaching

• Describing expected change
• Materials/curricular development
• Co-planning
• Co-teaching
• Modeling
• Professional visit
...until the teacher can voice the ability to “go it alone.”
I facilitate tracking of student progress using a formative approach to assessment and monitor the extent to which students understand their level of performance.
Teacher helps students track their individual progress on the learning goal
Teacher assigns scores using a scale that depicts student status relative to the learning goal
Teacher uses formal and informal means to assign scores to students
Teacher charts the progress of the entire class on the learning goal
• When asked, students can describe their status relative to the learning goal using the scale

• Students systematically update their status on the learning goal
Commit to coaching

Coaches:
• Believe in your teachers!

Teachers:
• Believe in yourself!