

The Challenge of Change: A Continuum of Coaching Services


*A Presentation of the Coaching Seminars provided by the
National Reading Technical Assistance Center*



PRESENTERS: Sheryl Turner, M.Ed. and Marla Hunt, M.Ed.



DATE: July 2010

***MEETING: U.S. Department of Education Reading Institute,
Anaheim, CA***



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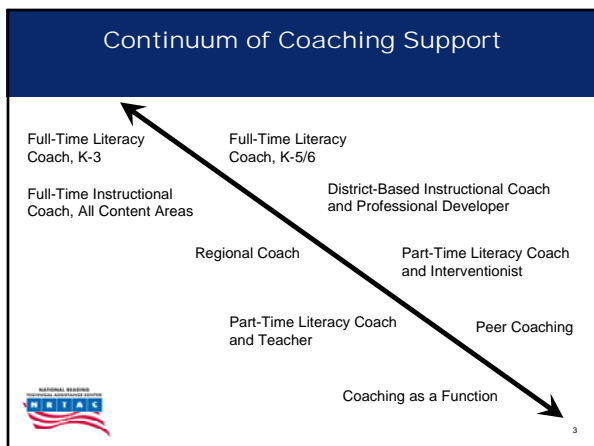
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“They call it coaching, but it is teaching. You do not just tell them it is so. You show them the reasons why it is so.”

Vince Lombardi



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What is Your Role?

- What is your current coaching situation?
- What is the reality within your school or district for the Fall 2010?
 - What are your hopes?
 - Your fears?



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What is Important?

Regardless of the changes in your coach's position, time, and responsibilities, there are some things about coaching we know for sure...



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Coaching Axioms: What We Know for Sure

Coaches need to...

1. Know that their most important work happens in teachers' classrooms.
2. Focus on content.
3. Spend the time and effort necessary to build solid relationships.
4. Receive continuous professional development supports.
5. Be good teachers of adults as well as children.



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Coaching Axioms: What We Know for Sure

Coaches need to...

6. Balance two key roles – that of trusted peer and instructional leader.
7. Discuss data frequently with teachers to maximize the impact on student achievement.
8. Cultivate a partnership with the school principal to achieve success.
9. Work with the principal to make coaching an integral part of school culture.
10. Make building the capacity of other people a priority.



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Tell-Help-Check Activity

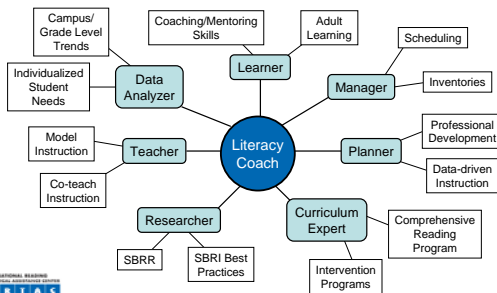


Describe at least three of the previous coaching axioms that you feel strongest about.



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Roles of a Coach



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General Coaching Functions


- *Technical coaching* is typically used to transfer new teaching practices into teachers' regular repertoires.
- *Collegial coaching* is used to increase teachers' professional dialogue and help them reflect on their work.



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General Coaching Functions


- *Peer coaching* is commonly defined as two or more professional colleagues working together to improve their professional knowledge and skills.
- *Mentoring* relationships between experienced and novice teachers are also often described as coaching.



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Research

Joyce and Showers (1996) found that teachers involved in a coaching relationship practiced new skills and strategies more frequently and applied them more appropriately than did teachers who worked alone.



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Research

Gamston, Linder, and Whitaker (1993) conducted a small study of a coach working with two teachers, and found that the experience fostered teachers' collegiality and deepened teachers' reflectivity.



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Research

Kohler and Crilley (1997) studied a small sample of primary-grade teachers and found that teachers were more effective in their use of questioning strategies and facilitating students' interaction with their peers.



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Research

Edwards (1995) studied 153 teachers and found that they had a deeper understanding of their classroom practices.



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Effective leadership entails ongoing learning through professional development and coaching as a necessary component to sustain improvement.

District Support of School Improvement: Highlights From Three Districts, Center for Comprehensive School Reform and Improvement Newsletter, September 30, 2009



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Processing Strategy: 10:2 Theory

To reduce information loss, pause for two minutes at about ten minute intervals.

For every ten minutes or so of meaningful chunks of new information, students should be provided with two or so minutes to process the information.

Students can respond and discuss their current understanding in various ways.

Rowe, 1983



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10:2 Reflection Activity



Record on your 10:2 reflection sheet the key ideas you want to remember about the important aspects of coaching.



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Characteristics of a Coaching Model

- Establish a role for the coach
- Build knowledge of teachers
- Choose instructional strategies
- Make instructional plans
- Reflect on instructional quality
- Assess student learning

The Literacy Coaching Challenge: Models and Methods for Grades K-8.
McKenna, M., Walpole, S.



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Characteristics of a Coaching Model

- Think about your own experiences as a coach or being coached...
- What other characteristics are important?
- Make a list



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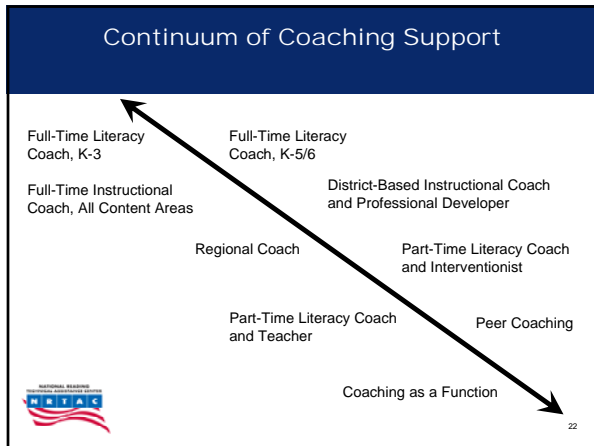
Selected Models of Coaching

- Mentoring New Teachers
- Cognitive Coaching
- Peer Coaching
- Subject-Specific Coaching
- Program-Specific Coaching
- Reform-Oriented Coaching

The Literacy Coaching Challenge: Models and Methods for Grades K-8.
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Full-Time Reading/Literacy Coach, K-3


Strengths	Challenges
<p>Increased teacher effectiveness</p> <p>Increased emphasis on student achievement</p> <p>Professional development more consistently used within the classroom</p> <p>Greater use of data to inform instruction</p>	<p>Cost</p> <p>Allocation of Resources</p>



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Full-Time Reading/Literacy Coach, K-5


Strengths	Challenges
<p>Allocation of funds for coach from various sources</p> <p>Stronger transition for students from primary to intermediate grades</p> <p>Increase teacher effectiveness</p> <p>Increased emphasis on student achievement</p> <p>Professional development more consistently used within the classroom</p>	<p>Greater number of teachers to provide support to</p> <p>More Professional Development for coaches would be needed</p>



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**Full-Time Instructional Coach,
All Content Areas**


Strengths	Challenges
Allocation of funds for coach from various sources Increased teacher effectiveness Increased emphasis on student achievement Professional development more consistently used within the classroom	Greater number of teachers to provide support to More Professional Development for coaches would be needed in all content areas for instruction and assessment



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Essex County Schools, Jersey City Public Schools, the Ohio districts, and Long Beach Unified School District are using instructional coaches in the schools to facilitate and support improved instruction. In Long Beach Unified, the leadership team noted that the coaches help teachers transfer the skills they learn in professional development courses directly to the classroom.


Effective Uses of Funding Support for Schools in Need of Improvement, Center for Comprehensive School Reform and Improvement Newsletter, September 30, 2009



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District-Based Instructional Coach and Professional Developer

Strengths	Challenges
More consistent plan of professional development throughout the district Increase teacher effectiveness Increased emphasis on student achievement Professional development more consistently used within the classroom	Possible loss of teacher/coach collegiality Possible difficulty in maintaining a differentiated approach to teacher improvement



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Part-Time Reading/Literacy Coach and Interventionist

Strengths	Challenges
<p>Understands teacher difficulties with student growth in reading</p> <p>More intimate knowledge of the intervention and assessments used</p>	<p>Less time to provide sufficient coaching and assessment support to teachers</p> <p>May be too much work for a coach to continue long term</p>



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Part-Time Reading/Literacy Coach and Teacher

Strengths	Challenges
<p>Coach continues to know what the teacher is "going through"</p> <p>Teachers may see the coach as more authentic</p>	<p>Less time to provide sufficient coaching and assessment support to teachers</p> <p>May be too much work for a coach to continue long term</p>



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Peer Coaching

Strengths	Challenges
<p>Build school collegiality</p> <p>Build team leaders</p> <p>Increase teacher reflection and shared responsibility</p>	<p>Difficulty organizing time out of classrooms</p> <p>Difficulty finding and maintaining leaders in each area of instruction</p> <p>No plan for professional development</p>



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Importance of Coaching

Professional Development Elements	Professional Development Outcomes in Terms of Estimated Percent of Participants		
	Knowledge Level	Skill Level	Transfer to Practice
Theory	10%	5%	0%
+ Demonstrations	30%	20%	0%
+ Practice	60%	60%	5%
+ Coaching	95%	95%	95%

Adapted from Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.



Coaching as a Function

Strengths	Challenges
Maintain most essential jobs or functions of the coach Begin to grow school leaders May be more economically feasible for some districts	Essence of coach-teacher relationship dissolved Tends to be more reactive than proactive Difficulty in maintaining persons responsible for each function Difficulty in organizing persons responsible for each function



Sustainability: Essential Coaching Functions Worksheet

Essential Function	Who Could Do This Now?	Actions Needed to Make This Change
Build knowledge and skills of teachers.		
Identify, coordinate, and provide on-site professional development.		
Support and monitor implementation of SBRR programs and practices.		
Help teachers learn to use data to plan and modify instruction, group children, identify students for intervention.		
Guide grade level teams in solving problems and setting/meeting instructional goals.		



Sustainability: Essential Coaching Functions Worksheet

Essential Function	Who Could Do This Now?	Actions Needed to Make This Change
Assist the principal in coordinating materials acquisition, assessments, scheduling, and collaborating with other programs and funding sources in the building.		
Support teachers in the change process and implementing new programs and instructional strategies.		



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No Coaching

Strengths	Challenges
	Teachers alone in their classroom No Support No Guidance Limited Collegiality No accountability for learning new strategies All support for teachers left to Administrators



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How do we maintain, refine and expand the role of coaching?




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State Recommendations

- Provide Flexible Accountability
- Hold Districts Accountable for Outcomes
- Include Coaching in State-Funded Professional Development Programs

Literacy Coaching: How School Districts Can Support a Long-Term Strategy in a Short-Term World. Symonds, K.W., Bay Area School Reform Collaborative



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District Recommendations

- Prioritize and Align Funding
- Develop a Clear Job Definition
- Communicate Why
- Structure Coordination with Principals
- Focus on Literacy Coaching in the Strategic Plan
- Provide Professional Development for Coaches on Research Based Strategies

Literacy Coaching: How School Districts Can Support a Long-Term Strategy in a Short-Term World. Symonds, K.W., Bay Area School Reform Collaborative




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District Recommendations *(cont'd)*

- Structure Collaboration Time within the School Day
- Keep Coaches Closely Connected to the Classroom
- Continually Assess and Communicate Effectiveness

Literacy Coaching: How School Districts Can Support a Long-Term Strategy in a Short-Term World. Symonds, K.W., Bay Area School Reform Collaborative



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School Recommendations

- What should your school be doing to support coaching?
- How can you make that happen?
 - Who is in your sphere of influence?
 - What actions can you take to make a difference?



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Strategies that Contribute to Sustainability of the Coach

- Identify new funding sources to keep the coach
 - Title I
 - Title IIa (highly qualified staff)
 - Title III (ELL)
 - Special education (15%)

or



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Strategies that Contribute to Sustainability of the Coach (cont'd)

- Identify all roles and functions of the coach that are essential to sustaining RF efforts and determine how to make those roles/functions happen
- Look at other coaching models
- Identify other sources of TA and support once regional and state RF sources are no longer available



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Strategies that Contribute to Sustainability of the Coach (cont'd)

- Have coaches document what they do and how they set things up (e.g., at the beginning of the year) to make them work
- Consider a part-time or shared coach
- Assign building literacy specialist from existing FTE
- Provide release time; refocus job description (e.g. Title I, librarian, teacher w/strong reading background)



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Strategies that Contribute to Sustainability of the Coach (cont'd)

- Use peer coaching
- Principal or district instructional leader provides "technical assistance"



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The main benefits of literacy coaching are:

1. Increased teacher willingness and ability to collaborate
2. Increased peer accountability
3. Increased teacher knowledge about other teachers' classrooms
4. Increased levels and quality of implementation of new instructional strategies
5. Increased support for new teachers



Literacy Coaching: How School Districts Can Support a Long-Term Strategy in a Short-Term World. Symonds, K.W., Bay Area School Reform Collaborative

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Handouts

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Presented at:
U.S. Department of Education Reading Institute
Anaheim, CA
July 2010

Changing Role of the Coach

Coaching Models

- Full-Time Reading/Literacy Coach, K-3
- Full-Time Reading/Literacy Coach, K-5/6
- Full-Time Instructional Coach, All Content Areas
- District-Based Instructional Coach and Professional Developer
- Regional Coach
- Part-Time Reading/Literacy Coach and Interventionist
- Part-Time Reading/Literacy Coach and Teacher
- Peer Coaching
- Coaching as a Function

Coaching Axioms

Coaches need to...

1. Know that their most important work happens in teachers' classrooms.
2. Focus on content.
3. Spend the time and effort necessary to build solid relationships.
4. Receive continuous professional development supports.
5. Be good teachers of adults as well as children.
6. Balance two key roles – that of trusted peer and instructional leader.
7. Discuss data frequently with teachers to maximize the impact on student achievement.
8. Cultivate a partnership with the school principal to achieve success.
9. Work with the principal to make coaching an integral part of school culture.
10. Make building the capacity of other people a priority.

10:2 Theory Reflection Sheet

Aspects of Coaching:

Reading First Model of Coaching:

Expanding the Coaching Role K-5:

Expanding the Coaching Role to All Content Areas:

District Based Coaching:

Part-Time Coach/Part-Time Interventionist:

Part-Time Coach/Part-Time Classroom Teacher

Peer Coaching

Coaching Functions

No Coaching

SUSTAINABILITY: ESSENTIAL COACHING FUNCTIONS WORKSHEET

DIRECTIONS:

One strategy in achieving Reading First Sustainability is to find funding to retain the coach position or to identify the essential roles and functions of the coach and determine how to maintain those with other staff. This template could be used as a tool for planning alternatives that retain the functions of a coach if the position is eliminated.

Essential Function	Who Could Do This Now?	Actions Needed to Make This Change
Build knowledge and skills of teachers.		
<ul style="list-style-type: none">• SBRR instructional strategies		
<ul style="list-style-type: none">• Five Components of Reading		
<ul style="list-style-type: none">• Pacing		
<ul style="list-style-type: none">• Assessments		
<ul style="list-style-type: none">• Core program		
<ul style="list-style-type: none">• Student Engagement		

Essential Function	Who Could Do This Now?	Actions Needed to Make This Change
Identify, coordinate, and provide on-site professional development.		
<ul style="list-style-type: none">• Core instruction		
<ul style="list-style-type: none">• Five Components of Reading		
<ul style="list-style-type: none">• Focused classroom visits		
<ul style="list-style-type: none">• Co-planning for interventions		
<ul style="list-style-type: none">• Demonstration lessons		
<ul style="list-style-type: none">• Study groups		
<ul style="list-style-type: none">• Train and supervise paraprofessionals		

Essential Function	Who Could Do This Now?	Actions Needed to Make This Change
Help teachers learn to use data to plan and modify instruction, group children, identify students for intervention.		
<ul style="list-style-type: none"> • Establish reading groups 		
<ul style="list-style-type: none"> • Develop an Action Plan and modify instruction based on progress monitoring 		
<ul style="list-style-type: none"> • Coordinate assessments 		
<ul style="list-style-type: none"> • Collaborate with teachers on data interpretation 		
<ul style="list-style-type: none"> • Identify students for intervention 		
<ul style="list-style-type: none"> • Monitor intervention program 		
Guide grade level teams in solving problems and setting/meeting instructional goals.		
<ul style="list-style-type: none"> • Organize and plan meetings 		
<ul style="list-style-type: none"> • Collaborate with teachers in making instructional decisions 		

Essential Function	Who Could Do This Now?	Actions Needed to Make This Change
Assist the principal in coordinating materials acquisition, assessments, scheduling, and collaborating with other programs and funding sources in the building.		
<ul style="list-style-type: none"> Identify, order, monitor, update materials needed at each grade level 		
<ul style="list-style-type: none"> Coordinate materials in teacher workroom 		
<ul style="list-style-type: none"> Assessments 		
<ul style="list-style-type: none"> Scheduling classes 		
<ul style="list-style-type: none"> Data entry 		
<ul style="list-style-type: none"> Summer School 		
Support teachers in the change process and implementing new programs and instructional strategies.		

Essential Function	Who Could Do This Now?	Actions Needed to Make This Change

Changing Role of the Coach: _____

Coaching Axioms	Strengths	Challenges
Coaches need to:		
Know that their most important work happens in teachers' classrooms.		
Focus on content.		
Spend the time and effort necessary to build solid relationships.		
Receive continuous professional development supports.		
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Balance two key roles – that of trusted peer and instructional leader.		
Discuss data frequently with teachers to maximize the impact on student achievement.		
Cultivate a partnership with the school principal to achieve success.		
Work with the principal to make coaching an integral part of school culture.		
Make building the capacity of other people a priority.		

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