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G-5 Building Coaching Capacity: Moving to a Culture of Coaching

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- **Topic:** Coaching
- **Keywords:** Coaching, Implementation

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS

PBIS Positive Behavioral Interventions & Supports

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Learning Objectives

Together, we will

- Gain shared understanding about roles and responsibilities of a "coach"
- Explore possible skills, competencies, and content necessary for transactional and transformational coaching
- Explore an intentional process to assess and build coaching capacity

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Learning Intention

Gain shared understanding abou roles and responsibilities of a "coach"

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What comes to mind when you hear the word coaching?

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Current *literature* around Coaching...

"Coaches, next to the principal, are the most crucial change agents in the school. With growing understanding that we need to approach educational reform from a larger, more systematic level, the role of the coach needs to advance from being just an instructional coach (i.e., working with individual teachers to improve individual practice) to a change/reform coach working with leadership and leadership teams to build capacity for comprehensive school reform."

(March, Castillo, Batsche, & Kincaid & Gaunt, 2016)
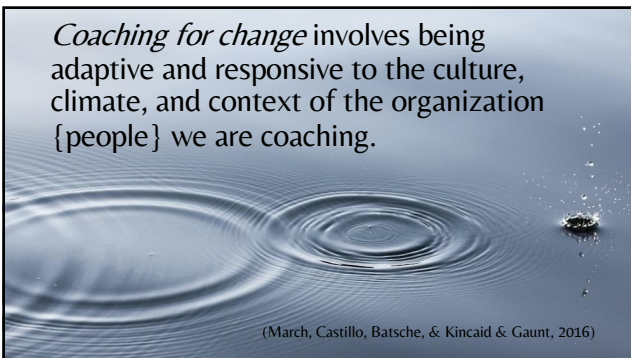
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Coaching for change involves being adaptive and responsive to the culture, climate, and context of the organization {people} we are coaching.

(March, Castillo, Batsche, & Kincaid & Gaunt, 2016)

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Current *reality* around Coaching...

- From a systems perspective, an education system exists within a larger socio-political environment.
- Given the typical roles and responsibilities of coaches (heavy lift for content & change coaches) AND the current status of recruitment and retention efforts, we must consider how to best approach the role of coaching.
- Fullan and Knight encourage us to consider coaching as a dynamic set of characteristics, skills, and responsibilities shared across all educators' roles (i.e., leaders/teachers as coaches and coaches as leaders/teachers) within a team context

(March, Castillo, Batsche, & Kincaid & Gaunt, 2016)

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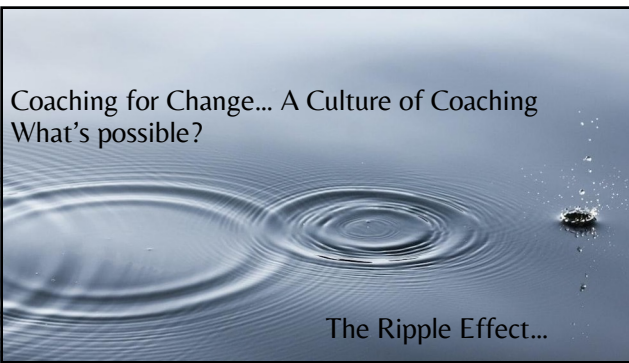Coaching for Change... A Culture of Coaching
What's possible?

The Ripple Effect...

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Let's start with coaching as a noun...
What do you call people in your organization supporting change in schools?

- Coach
- Consultant
- Facilitator
- Trainer
- Technical Assistance Provider
- Behavior Specialist
- Any others?

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What are differences and similarities?

Why does it matter what language we attach to those in roles supporting change?

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Is your language an enabler or a barrier to building a culture of coaching?

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The Journey of a thousand miles begins with a single step.

-Lao Tzu

Guiding Questions & Stories

What has been the impact from language used for those in roles of supporting change?

What changes have you made or planning to make?

What implications do you anticipate as a result of language choices?

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Learning Intention

Explore possible skills, competencies, and content/knowledge neces for transactional and transformational coaching

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Where is coaching needed?

Who is engaging in coaching (coaches and coachees)?
For what purpose?
What are relevant expectations, skills, competencies, and knowledge?
Is there a current coaching approach (cognitive, instructional, systems, transformational)?

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What content and/or coaching skills are necessary to support coaches and coachees across the system of support?

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Relationships matter…

Allow time to build Trust, Buy-in, Partnership, & Collaboration…

(Johnson, Pas, & Bradshaw, 2016; March, Castillo, Batsche, & Kincaid & Gaunt, 2016)

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How Might We Consider Content Within a Coaching System?

Instruction & Pedagogy	Systems Issues
Evidence-Based Practices for Academic & Behavior (Core, Supplemental, & Intensive)	Organizational Improvement & Systems Change Strategies
Classroom Management Strategies	Multi-Tiered Systems of Support
Intervention Resources	Best Practices in Professional Learning & Development
Curriculum & Instructional Routine	Policies & Procedures (School, District, & State Level)
Effective Teaming, Data-Based Problem Solving, & Evaluation	
Treatment Acceptability, Social Validity, & Stakeholder Buy-In	
Family & Community Engagement	

(March & Gaunt, 2013)

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Coaching Continuum		
Coach as Instructor/Educator	Coach as Partner	Coach as Facilitator
• Develop skills with direct feedback • Provide options for person being coached • Listens, provides advice/options • Shares resources	• Collaborative approach • Engages as a partner • Gives & receives feedback • Listens, brainstorms ideas, generates shared plans	• Coach follows lead of client • Self-reflection supported by coach • Client identifies, implements, evaluates plan • Listens, asks skillful questions
(Adapted from VAASCD presentation by Laura McCullough		

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Transactional Coaching Skills

- Work in partnership to accomplish behavioral types of outcomes:
  - Goal setting
  - Focus on procedural types of outcomes or structures
  - Self-assessment
  - Coaching questions around defining action steps, establishing accountability system, progress monitoring, identifying results
- Coachee has ownership of actions and follow though

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Where might this show up in our work?

- Building capacity of team to use the Team Initiated Problem Solving Process (TIPS)
- Coaching teachers to build fluency with PBIS in the classroom practices
- Introducing new tools such as Resource Mapping, Teaming Structure Alignment

https://www.pbis.org/resource/tips-meeting-minutes-template

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Transformational Coaching Skills

- Transformational coaching – coaching that works at the level of beliefs, values, identity and purpose
- Builds upon strengths, uncovers and enhances gifts
- Coaching questions that are inquiry based and that invite exploration of self-awareness, emotion, beliefs, values, mindsets, purpose

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Where might this show up in our work?
In the same places as transactional 😊

- Include team community agreements on TIPS agenda to support practicing empathy
- Include agenda questions on TIPS agenda to facilitate a shift in thinking (e.g., *What's the real challenge here **for you**?*)
- Coaching teachers and using transformational questions around data collected (e.g., *What are you noticing in the data?)*
- Using transformational questions during Resource Mapping to create an "aha" (e.g., *If you say yes to this, what are you saying no to?* ... boundaries-what we will do and what we won't do)

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Evocative questions are one of our most powerful tools across our roles...

The Coaching Habit Say Less, Ask More & Change the Way You Lead Forever
Michael Bungay Stanier
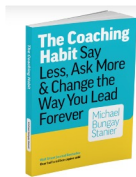
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Expectations/ Values	What do we do to support relationships within school community?
We are Kind	▪ We acknowledge one another ▪ We hold ourselves accountable to one another
We are Responsible	▫ We take time to build relationships with ourself & others ▫ We welcome, appreciate, & affirm our collective cultural differences ▫ We believe others when they share their experiences & feelings
We are Respectful & Affirming	▫ We listen to understand ▫ We assume best intentions ▫ We practice perspective-taking
We are Physically & Emotionally Safe	▫ We ask for clarity to understand and contribute ▫ We create a safe space that invites open dialogue and vulnerability – Pause & Consider: Is what I want to say *Kind? True for me? Necessary?* ▫ We invite & make it safe to ask questions & make mistakes

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Coaches Self Assessment... it's a start
Raising self-awareness &
supporting self-reflection

https://www.pbis.org/resource/coaches-self-assessment/
https://learningforward.org/wp-content/uploads/2020/01/killiontoolch3-4-1.pdf

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Slide 26

What content and/or coaching skills are necessary to support coaches and coachees across the system of support?

Turn & Talk

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Learning Intention

Explore an intentional process to assess and build coaching capacity

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Moving from coaching as a noun to coaching as a verb (culture of coaching)

Formalize what we do
Tools & structures as we go to scale to
ensure fidelity (to avoid wavering too
much as we move through generations
from self to others)
Shape behaviors, consistency, check for
ourselves
Facilitated/Reflective Coaching Structure

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Stories to illustrate journeys so far to move towards a Culture of Coaching

Fluency Building (Shadowing, Observation, Data-informed, Culture of on-going learning, Wellness)

Reflection Protocol (Self, Dyads, Triads, Professional Learning Community, Fishbowls, Wellness)

Capacity Building (Inter-rater reliability protocol, TOT as a component-not the component, performance feedback, wellness)

Start small with knowledge development efforts/sites (wellness)

(Hershfeldt, Pell, Sechrest, Pas, & Bradshaw, 2012; March & Gaunt, 2013)

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Reflect on how your system is currently organized to scale coaching efforts

What elements are currently supported through a formal structure and what elements need to be formalized?

My Notes

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Resources

- Systems Coaching: A Model for Building Capacity (March & Gaunt, 2013)
- Center on Positive Behavior Interventions & Supports (PBIS) https://www.pbis.org/
  - Content
  - State Coordinators
- National Implementation Research Network (NIRN) https://nirn.fpg.unc.edu/
- State MTSS/PBIS websites
- District MTSS/PBIS website
- Local expertise

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Resources

- Implementation, PD, & Evaluation Blueprints https://www.pbis.org/resource/pbis-implementation-blueprint
- Implementation Fidelity Resources https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx
  - Tiered Fidelity Inventory (TFI, for schools)
  - District Systems Fidelity Inventory & State Systems Fidelity Inventory
- Team-Initiated Problem Solving (TIPS) PBIS.ORG link: https://www.pbis.org/search?query=tips
  - Instructional videos
  - Templates
  - Fidelity Tool
- Structures & Processes
  - https://www.schoolreforminitiative.org/new-protocols/
  - https://learningforward.org/wp-content/uploads/2009/02/february-2009-tool.pdf
  - https://www.gse.harvard.edu/sites/default/files//Protocols_Handout.pdf

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Resources

- Systems Coaching: A Model for Capacity Building https://floridarti.usf.edu/resources/format/pdf/SystemsCoaching.pdf
- Systems Coaching Innovation Configuration (IC) Map https://floridarti.usf.edu/resources/format/pdf/Systems%20Coaching%20IC%201.2015.pdf

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"Whether you and I and a few others will renew the world some day remains to be seen. But within ourselves, we must renew it each day"

Hermann Hesse, poet, novelist, painter, explorer of authenticity, self-knowledge, & spirituality, recipient of Nobel Prize in Literature

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