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

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- Topic: Coaching
- Keywords: Coaching, Implementation

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

Learning Intention

Gain shared understanding about roles and responsibilities of a “coach”
What comes to mind when you hear the word coaching?

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)

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)
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)

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

The Ripple Effect...

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?
What are differences and similarities? Why does it matter what language we attach to those in roles supporting change?

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

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?
Learning Intention

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

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)?

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

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

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

How Might We Consider Content Within a Coaching System?

<table>
<thead>
<tr>
<th>Instruction &amp; Pedagogy</th>
<th>Systems Issues</th>
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</thead>
<tbody>
<tr>
<td>Evidence-Based Practices for Academic &amp; Behavior (Core, Supplemental, &amp; Intensive)</td>
<td>Organizational Improvement &amp; Systems Change Strategies</td>
</tr>
<tr>
<td>Classroom Management Strategies</td>
<td>Multi-Tiered Systems of Support</td>
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<tr>
<td>Intervention Resources</td>
<td>Best Practices in Professional Learning &amp; Development</td>
</tr>
<tr>
<td>Curriculum &amp; Instructional Routine</td>
<td>Policies &amp; Procedures (School, District, &amp; State Level)</td>
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<td>Effective Teaching, Data-Based Problem Solving, &amp; Evaluation</td>
<td>Treatment Acceptability, Social Validity, &amp; Stakeholder Buy-In</td>
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<tr>
<td>Family &amp; Community Engagement</td>
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(March & Gaunt, 2013)

Coaching Continuum

Coaching Continuum

<table>
<thead>
<tr>
<th>Coach as Instructor/Educator</th>
<th>Coach as Partner</th>
<th>Coach as Facilitator</th>
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<tbody>
<tr>
<td>• Develop skills with direct feedback</td>
<td>• Collaborative approach</td>
<td>• Coach follows lead of client</td>
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<tr>
<td>• Provide options for person being coached</td>
<td>• Engages as a partner</td>
<td>• Self-reflection supported by coach</td>
</tr>
<tr>
<td>• Listens, provides advice/options</td>
<td>• Gives &amp; receives feedback</td>
<td>• Client identifies, implements, evaluates plan</td>
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<tr>
<td>• Shares resources</td>
<td>• Listens, brainstorms ideas, generates shared plans</td>
<td>• Listens, asks skillful questions</td>
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(Adapted from VASCD presentation by Laura McCullough)
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 through

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

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
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)

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

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<tr>
<th>Expectations/ Values</th>
<th>What do we do to support relationships within school community?</th>
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<tbody>
<tr>
<td>We are Kind</td>
<td>- We acknowledge one another</td>
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<tr>
<td></td>
<td>- We hold ourselves accountable to one another</td>
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<tr>
<td>We are Responsible</td>
<td>- We take time to build relationships with ourself &amp; others</td>
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<td></td>
<td>- We welcome, appreciate, &amp; affirm our collective cultural differences</td>
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<td>- We believe others when they share their experiences &amp; feelings</td>
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<td>We are Respectful &amp; Affirming</td>
<td>- We listen to understand</td>
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<td>- We assume best intentions</td>
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<td></td>
<td>- We practice perspective-taking</td>
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<tr>
<td>We are Physically &amp; Emotionally Safe</td>
<td>- We ask for clarity to understand and contribute</td>
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<td></td>
<td>- We create a safe space that invites open dialogue and vulnerability – Pause &amp; Consider: Is what I want to say kind? True for me? Necessary?</td>
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<td>- We invite &amp; make it safe to ask questions &amp; make mistakes</td>
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Coaches Self Assessment... it’s a start
   Raising self-awareness &
   supporting self-reflection

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

Learning Intention
   Explore an intentional process to assess and build coaching capacity
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

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)

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?
Resources

  https://www.pbis.org/
- Center on Positive Behavior Interventions & Supports (PBIS)
  https://www.pbis.org/
- Systems Coaching Innovation Configuration (IC) Map
- Center on Positive Behavior Interventions & Supports (PBIS)
  https://www.pbis.org/
- National Implementation Research Network (NIRN)
  https://nirn.fpg.unc.edu/
- State MTSS/PBIS websites
- District MTSS/PBIS website
- Local expertise

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)

Team-Initiated Problem Solving (TIPS) PBIS.ORG link
https://www.pbis.org/search?query=tips

Instructional videos

Templates

Structures & Processes

PBIS.ORG link; https://www.pbis.org/search?query=tips

https://www.gse.harvard.edu/sites/default/files/Protocols_Handout.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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