Coaching Principles and Practices

Small Group Activity

Identifying Components of an Effective Coach
Qualities of an Effective Coach

• Think of a time in your life when you had an experience with a coach
• Write down the qualities of the coach on a piece of paper
• What were the positive qualities of the coach?
• If the experience was not positive, what would have made the experience positive?
Objectives

• Understand the role of coaching in technical assistance
• Identify elements of successful coaching
• Recognize effective communication behaviors
• Identify and address barriers to coaching
• Describe, practice, and critique the implementation of the coaching process
Introduction

- Overview of coaching
- Coaching participants
- Coaching and communication
- Types of coaching
- Three components of coaching
- Coaching log
An Overview of Coaching
Coaching

• Form of embedded, sustained professional development used to
  ▪ refine existing skills
  ▪ acquire new teaching skills in evidence-based practices

• A vehicle to develop an ongoing, confidential relationship that encourages recognition of
  ▪ individual expertise
  ▪ professional growth
Coaching

• Embraces “Knowledge in Practice” the most efficient way to learn
• Links performance to data
• Uses adult learning principles
• Respects the learner’s:
  ▪ Professionalism
  ▪ Ability to make decisions
Coaching – Promising Practice

Coaching leads to improvement in . . .

• instructional capacity - increasing teachers’ ability to apply what they have learned to their work with students
• instructional culture of the school
• a focus on content which encourages the use of data to inform practice

The Annenberg Institute for School Reform, 2004
## Training Outcomes Related to Training Components

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Joyce & Showers, 2002
Underlying Assumptions

• Practitioners have good skills but can increase their skills.
• Practitioners establish new skills or refine existing skills through self evaluation.
• Practices can change using data and observational feedback.
• Coaching is a cyclical process.
What Coaching Is and Is Not

- Collegial not competitive
- Professional not social
- Confidential not public
- Specific not general
- Assisting not evaluating
- Dynamic not static
Elements of Successful Coaching Relationships

Includes:
- Trust and mutual respect
- Training
- Willingness to change
- Professional attitude
- Reciprocity
- Communication
Trust and Mutual Respect

• Understand topic-comfort levels
• Respect coaching partner’s professional skills
• Use shared terminology
• Express feelings honestly with compassion
• Be open to each other’s belief system
Training

Important elements of training:

- Relevance
- Location conducive to learning
- Time for observation, practice and reflection
- Feedback for coaching partners on performance
- Content specific to coaching skills and use of EBP
Willingness to Change

• Alter existing behaviors
• Add new skills
• Persist until skills are acquired OR
• Persist so that skills are used constantly and consistently
Professional Attitude

• Discussion relevant to the craft of teaching
• General focus on Inviting Partner’s behaviors and how they impact children/students
• Professional courtesy
Reciprocity

• Develop and share consistent terminology
• Agree on location for pre- and postconferences
• Listen actively, reflectively, and empathetically
• Express feelings honestly
• Understand level of concern
• Be open to each other’s belief system
• Share roles as coaching partners
Coaching and Communication
Potential Barriers to Communication

- Advising
- Anticipating
- Avoiding
- Cross-Examining
- Denying Others’ Reality
- Diagnosing
- Directing
- Judging
- Lecturing
- Moralizing
- Praising
- Reassuring
- Teasing
Communication Strategies for Collaboration

• Open questions
• Leveling statements
• Nonverbal techniques
Small Group Activity

Story Time
Components of Open Questions

- “Tell me about …”
- “How do you …?”
- “What did you …?”

*Open questions are incompatible with closed questions*
Open vs. Closed Questions

Open Question Starters
• Tell
• How
• Describe
• What
• Why

Closed Question Starters
• Are
• Do
• Have
• Should
• Will
• Would
• Can
Components of Leveling Statements

• Acknowledgement of another’s claims as valid
• Confirmation of another’s competence
• Request for compromise or negotiation

*Leveling is incompatible with submission or intimidation.*
Sample Leveling Statement

• You seem to be very concerned about this important topic, and rightfully so (acknowledgement of another’s claims as valid). I know that you have worked diligently on this issue (confirmation of another’s competence). Is there something we can do to address this issue (request for compromise or negotiation)?
Conventions for Communication

- **Nonverbal Skills**
  - Attention cues
  - Response cues
  - Focus on content of verbal statements
  - Focus on the speaker’s feelings

- **Social Conventions**
  - Turn-taking
  - Appropriate distance
  - Encouragers
Coaching Participants
Who are the Coaching Partners/Participants?

• Inviting partner (IP)
• Coach
Inviting Partner

• Focuses on self-improvement of instruction by enhancing or developing skills
• Selects evidence-based practice (EBP) that will positively impact student performance
Coach

• Shares knowledge, expertise and guidance with the Inviting Partner
• Provides direction in
  ▪ Targeting evidence-based practice for Inviting Partner
  ▪ Identifying data collection methods
  ▪ Interpreting Inviting Partner performance
Coach

• Engages in focused conversation
• Observes the Inviting Partner while working
• Uses questioning and communication skills to empower the Inviting Partner to reflect on practices
• Helps Inviting Partner to incorporate evidence based practices
Qualities of an Effective Coach

- Competent in areas useful to the Inviting Partner
- Builds on the Inviting Partner’s skills and knowledge
- Focuses on the Inviting Partner’s perspectives/interests
- Support Inviting Partner’s ideas objectively without immediate judgment
- Collaborates to determine which evidence based practices guide the work with the student
Qualities of an Effective Coach

• Addresses aspects of the issues/concerns on coaching plan
• Adapts to take advantage of a spontaneous learning situation
• Creates a caring relationship in which
  ▪ challenges are viewed as opportunities for growth
  ▪ successes are celebrated
Types of Coaching
Three Types of Coaching

• Mentor
• Peer
• Reflective Consultation
Mentor Coaching

Coaching is one-way

• Coach shares knowledge, expertise and guidance with the IP
• Coach provides direction in
  ▪ Defining the target behaviors
  ▪ Targeting evidence-based practice for IP
  ▪ Identifying data collection method
  ▪ Interpreting IP performance
Peer Coaching

Coaching is reciprocal

- Each member coaches the other
- Inviting partner’s role: selects and defines coaching target and data collection
- Coach’s role
  - Is nonauthoritarian
  - Guides IP to identifying coaching targets
  - Offers nonjudgmental comments
  - Promotes reflection in the IP
Reflective Consultation

Variation of a coaching relationship

• Administrator/supervisor supports mentor/peer coach or technical assistance provider

• Supervisor/administrator provides directions to:
  ▪ Training of a new coach
  ▪ Challenging coaching situation
Reflective Consultation

• Provides opportunity for coach to reflect upon their own practice
• Utilize questioning and reflective listening in order to develop an action plan to improve coaching practices
• Occurs between coaching cycles
• Model for relationship between NPDC & TA
The Three Components of Coaching
Components of Coaching

• Preobservation conference
• Observation
• Postobservation conference
**Coaching Log**

**COACHING LOG**

<table>
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<th>Inviting Partner</th>
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<tr>
<td>EBP/GAS/Program Target</td>
<td>Lesson</td>
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### PRE OBSERVATION CONFERENCE

<table>
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<tr>
<th>Date:</th>
<th>Time:</th>
<th>During</th>
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<tr>
<td>Length:</td>
<td>Setting:</td>
<td>New Target</td>
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#### OBSERVABLE BEHAVIOR:

- **ADULT:**
  - DATA COLLECTION METHOD:
  - ADULT MASTERY CRITERION %
- **STUDENT:**
  - MAINTENANCE CRITERION TIMED

### OBSERVATION

| Date: | Time: | Length: | Setting: |

#### FOCUS/CONCERN:

##### NOTES FOR DISCUSSION:

### POST OBSERVATION CONFERENCE

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#### MASTERY ACHIEVED:

- YES  
- NO

#### MAINTENANCE ACHIEVED:

- YES  
- NO

**COMMUNICATION SKILLS REMINDERS**

- Reflects partner’s ideas
- Uses open questions
- Reflects partner’s words
- Clarifies facts and feelings
- Takes turns, no interrupting
- Uses encouragement

**FUTURE PLANS/NOTES:**
Preobservation Conference
Inviting Partner’s Role

• State the purpose of the lesson or activity
• Negotiate the EBP/GAS/program target
• Reach consensus on concern
• Agree on observable Inviting Partner and student behavior
• Negotiate data recording system to be used
• Share agreement on mastery and maintenance criteria
Preobservation Conference
Inviting Partner's Role

- Describe etiquette—where to sit, how long to stay, where to leave the coaching log and data prior to postobservation conference
- Negotiate dates and times for observation and postobservation conference
Preobservation Conference
Coach’s Role

• Complete preobservation conference section of the coaching log
• Record date, time, length, and time of day
• Guide selection of EBP/GAS/program target
• Verify understanding through questioning
• Introduce mastery and maintenance criteria
• Identify and confirm the recording method
Preobservation Conference
Coach’s Role

• Clarify etiquette
• Summarize the preobservation conference
• Negotiate dates and times for observation and postobservation conference
Preobservation Conference
Completing Coaching Log
Coach’s Role

• IP’s name, lesson/activity content, EBP/GAS/program target, coach’s name
• Area of concern
• IP goal and coaching target selected from options on the back of log
• Check new or revisited target
• Observable IP and student behavior
## COACHING LOG

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### FOCUS/CONCERN:

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### DATA COLLECTION METHOD:

### ADULT MASTERY CRITERION %

### MAINTENANCE CRITERION TIMES
Small Group Activity

Pre-observation
Observation
Inviting Partner’s Role: Etiquette

- Provide a location for the coach to view the target behavior
- Provide observation space
- Create barrier-free access to data collection area
- Provide and test recording materials and take sample data
- Prepare students for coach’s arrival
- Prepare plan to be implemented if a student talks to the coach
- Begin lesson at agreed upon time
- Do not signal or include coach in lesson
Observation
Coach’s Role

Etiquette
• Arrive and leave at the agreed upon time
• Follow the agreed upon script if a student attempts to engage coach
• Do not signal or talk to the IP during observation
• Do not participate in lesson

Activities
• Collect data
• Summarize data
• Complete observation portion of the coaching log
• Provide copy of data to IP before postobservation conference
# Coaching Log

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<th>Focus/Concern</th>
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THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS
Postobservation Conference
Inviting Partner’s Role

• Review data and data summary collected during observation
• Make self-evaluative statements based on the data
• Suggest methods to enhance skills
• Finalize action to improve IP performance
• Negotiate date/time for next preobservation conference
Postobservation Conference
Coach’s Role

• Present data, data summary, and notes
• Solicit self-evaluative statements from the IP
• Suggest and/or prompt IP to develop solutions
• Suggest and/or prompt IP to develop a plan of action based on the data
Postobservation Conference
Coach’s Role

• Provide feedback on the inviting partner’s performance
• Invite discussion and sharing of ideas
• Future plans are decided upon
• Schedule next pre observation conference/observation time
Coaching Log

POST OBSERVATION CONFERENCE

Date: ____________
Time: ____________
During: ____________
Length: ____________
Setting: ____________

MASTERY ACHIEVED:
☐ YES ☐ NO

NOTES:

MAINTENANCE ACHIEVED:
☐ YES ☐ NO

NOTES:

FUTURE PLANS/NOTES:

COMMUNICATION SKILLS REMINDERS
* Reflects partner’s words
* Uses open questions
* Reflects partner’s words
* Clarifies words and feelings
* Takes turns; no interrupting
* Uses encouragement

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS
Postobservation Conference
Completing Coaching Log
Coach’s Role

• Date, time, and length of postobservation conference
• Time of day
• Mastery and maintenance achieved
• Future plans/notes
• Communication skills
Small Group Activity

Observation & Post-observation
Potential Barriers to Coaching

Administrative Support & Time

If either of these is not provided, coaching is unlikely to succeed
Potential Barrier: Administrative Support

- Administrative support is needed to
  - Provide release time to partners
  - Provide recognition of coaches
  - Provide recognition of coaching as a school or district priority
  - Respect confidentiality of teams around the coaching process
Potential Barrier: Time

• Check to see how other programs are handled in your district
• Present to administrator a schedule for negotiation
• Discuss with administrator non-teaching time for inviting partner to meet with coach
Small Group Activity

Sam & Chris
Why Coaching?
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