Leading the Change

Supporting Teachers Who Seem Stuck

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THE B?G QUESTION

How do we support teachers who seem stuck? What coaching methods move the needle? Where do we begin?

What is your path?

A – B – C

1. **Agree** on a clear, personal path
2. **"Buy-in"** from yourself on the idea
3. **Commit** to implementation

The Big Picture – Connect the Dots

- ✓ Coaching teachers takes skill, patience, and a research-based framework to tackle to the tough issues.
- ✓ Getting someone (anyone) to make changes in their life is a tough task. Although change is hard, it can be done!
- ✓ Everything we do is built upon trusting relationships.
- ✓ Equity starts with a change in mindset. Equity ≠ Equality.
- ✓ Two big things that get in the way of change – stress and conflict. We must understand the nature of both.
- ✓ When support teachers, we must help them understand the nature and extreme importance of parent/family connections.

Choose a role

- ✓Summarizer (Summarizes main points, <60 seconds, ok to use notes)
- ✓Inspiration (reads inspirational quotes)
- ✓Leader (Brings out the best in everyone, gives everyone the opportunity to participate)
- ✓Energy Management (leads group movement/energy strategies)
- ✓PL JOTD (Joke of the Day) *Example: What is the difference between a guitar and a fish?*

The Most Important Document in Your Life!

(At least for the next few hours)



See something you can't live without? You have permission.

(or send me an email)



In 2017….Big Ideas

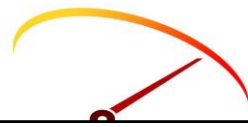
- GROW Model (Goal, Reality, Options, Way Forward)
- Feedback (actionable information)
- 7 Norms of Collaboration

(Pause, paraphrase, pose questions, put ideas on the table, provide data, pay attention to self and others, presume positive intentions)

- Conflict

5 Practices That Move the Needle

- Fostering Relationships at multiple levels
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- Coaching for Change



Have you noticed?

Every productive relationship in your life includes high levels of irritation.

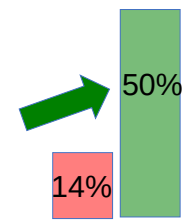




The effectiveness of absolutely everything we attempt to do as leaders is conditional upon one thing. If you want to be the super-hero leader you were destined to be, you must constantly build, nurture, and repair _____.

Which Chances Do You Like?

- 14% likelihood of success. Schools with ***low trust rankings had only a 1 in 7*** chance of improving student scores in reading and math.
- 50% likelihood of success. Schools with ***more trusting atmospheres had a 1 in 2*** chance of improvement.



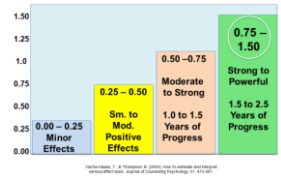
Bryk, et al. (2010) *Organizing Schools for Improvement: Lessons from Chicago*

Relationships are built upon a foundation of trust. Trust is built in small increments over time. What are some ways you build trusting relationships with your teachers?





Effect Sizes Made Practical



- The ES describes how powerful an intervention will be in creating change.
- *"Power"*
  "Strength"
  "Distance"

Relationships as an Instructional Intervention

Match the Effect Sizes

Teacher-Student Relationships

Teacher Empathy & Warmth

Teacher Respects Students

0.74 | 0.67 | 0.61

Relationships as an Instructional Intervention

- With giving feedback on something as intimate and personal as one's learning, **relationships** must be solid.
- *What does a caring, authentic relationship get us?*
  - Increased student effort and engagement (Redding, 2013)
  - Increased resiliency (Stride & Cutcher, 2015)
  - Improved academic achievement (Hattie, 2009)

Relationships Can Lower Stress; How Well Do You Connect?

Of all the things researchers have discovered about the value of quality relationships, one of the most surprising is that they are strong mediators of stress. *Good relationships diffuse stress and make your life easier.*

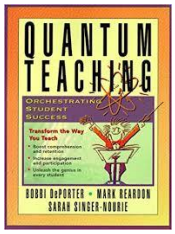




BUILD RELATIONSHIPS

where they are most needed





"In order for you to earn the right to teach, you must first build authentic bridges into your students' lives. A teaching credential or document stating you can teach or train merely states that you have the authority to teach. It does not mean you have the right to teach."

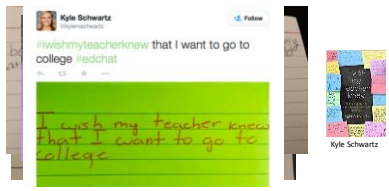
"Teaching someone is an earned right and is granted by the student, not by the Department of Education."

3 easy relationship builders

(These work for adult and student relationships)

- I wish my teacher know
- Beware of "Should"
- Positive Calls Home*

What I Wish My Teacher Knew



Beware of "Should"

What is problematic with statements such as

"You should do better"

Or

"You should try harder"

Or

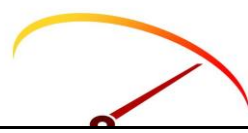
"You should behave better"

Or

"You should know how to…."

5 Practices That Move the Needle

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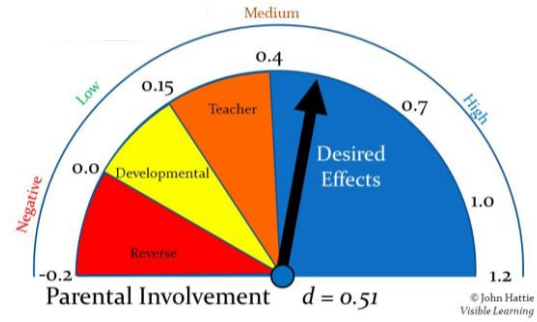


Parental Involvement - a 10,000 foot view



Quiz Time – True or False?

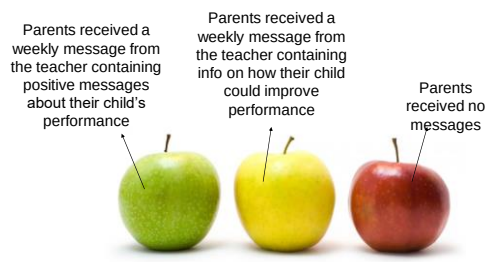
1. As students get older, parents are less likely to attend school-based functions (Murray et al, 2014).
2. As students get older, parents are more likely to support education via home-based activities such as communicating with teachers and talking with children about school work (Hill & Tyson, 2009).
3. When families are involved in their child's education, students achieve at higher levels (Garbacz et al, 2017).
4. Low SES parents value education less than more affluent families (Gorski, 2017).
5. Most teachers assume that low-income parents are completely uninvolved in their child's education (Patterson, Hale, & Stessman, 2007).





Overall, "the higher the hopes and expectations of parents with respect to the educational attainment of their child, the higher the student's own educational expectations and, ultimately, the greater the student's academic achievement."

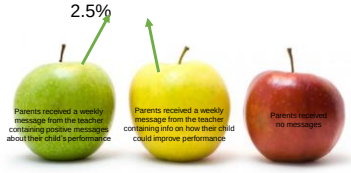
- *Students in a high school credit recovery program*
- *Placed into 1 of 3 groups*



Kraft MA, Rogers T. The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. Economics of Education Review [Internet]. 2015;47:49-63.

- *Students in a high school students in a credit recovery program*
- *Placed into 1 of 3 groups*

- 6.5% more likely to earn credit
- 6% less likely to drop out
- Reduced absenteeism by 2.5%



Kraft MA, Rogers T. The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. Economics of Education Review [Internet]. 2015;47:49-63.

- *Students in a high school students in a credit recovery program*
- *Placed into 1 of 3 groups*

- "Improvement" messages were more effective than "positive" messages – 8.8% increase in course credit compared to the "positive" message group



Kraft MA, Rogers T. The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. Economics of Education Review [Internet]. 2015;47:49-63.

What is our "take home" message?

- Improvement messages, by nature, communicate knowledge of the child by the teacher. Parents want to know that the teacher truly knows their kid. This communicates trust and understanding.
- Improvement messages must contain actionable information. (recall our discussion of feedback)
- "I like your kid" messages are great, but what are parents to do with that information? (other than agree and praise their kid)

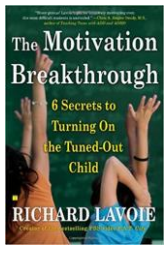


Kraft MA, Rogers T. The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. Economics of Education Review [Internet]. 2015;47 :49–63.

Low SES families *(parents or guardians)* often had stressful or negative school experiences themselves. This can serve as a structural barrier to traditional school involvement

(Lee & Bowen, 2006).





The quality of a child's education hinges on 4 relationships:

- Student to classmates
- Student to teacher
- Student to parents
- Parents with teacher

"If any of these is dysfunctional or ineffective, the child will be unable to reach his full potential."



- When we understand our students (including family dynamics and home lives), we can better design learning activities for them.
- We can "understand" from a general perspective but every family is unique.
- To understand, we must engage in conversation.



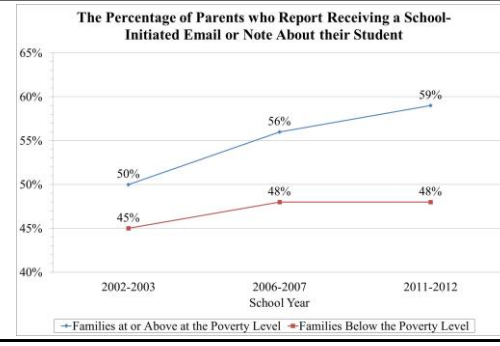
We all view others' behavior through our own perspective and lens. It is a natural human phenomenon.

Cultural differences can create a challenge when we view family participation (or lack of) through our own lens.

"That's not what I would do"

To address this, we need to do 3 things:

1. Understand in general terms
2. Understand in specific terms
3. Take action *(hint at what is coming: positive calls home)*



Why might some families be resistant to participate in school-based activities?

Middle Income Families	Low Income Families
It is their responsibility to collaborate and communicate	Perceive themselves as outside the system
Believe they can make a difference in their child's education	*If I perceive myself as "outside" the system or "powerless" to make a difference, I might…*

Hoover-Dempsey & Sandler, 1997

Low Intensity Strategies	High Intensity Strategies
Letters/Postcards	Phone calls
Newsletters	Face-to Face Conversations
Flyers	Conferences
Electronic/media	Personalized notes
Report Cards	
One Way Communication	*Two Way Communication*

Effective 2-Way Communication…(in person or via the phone)

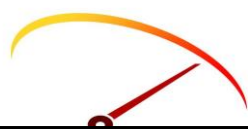
- Develops rapport
- Helps with perspective and understanding
- Establishes "…a mutuality of trust"
- Builds appreciation of contrasting experiences
-
-



We have a moral and ethical obligation to communicate with our families. This is especially true for underperforming or marginalized students.

5 Practices That Move the Needle

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- An understanding of the nature of Stress
- Coaching for Change



What is conflict?

Dictionary

conflict

noun | con·flict | \'kän-,flikt\

: a struggle for power, property, etc.
: strong disagreement between people, groups, etc., that results in often angry argument
: a difference that prevents agreement : disagreement between ideas, feelings, etc.



What is conflict? (school edition)

Conflict comes (primarily) from:

- Blocked Goals or Expectations
- Opposing Beliefs, Thinking, or POV
- Miscommunication



CONSIDER THIS

~~If we always jump~~ in to "solve" the problems, what are we teaching the person?



Truths about Conflict



Truths about Conflict

EXPECT IT.



Truths about Conflict



IT CAN BE A GOOD THING.

> Here, conflict is regarded as comparable to dandruff: something unsightly to be eliminated as rapidly as possible by using whatever seems to work.



Alfie Kohn, *Beyond Discipline*, 1996

Affective Conflict

- Focuses on people, personalities, past history, etc.

Cognitive Conflict

- Focuses on ideas, problems, and differences of opinion

Source: Amason, 1995

Sometimes we just gotta laugh





Our Goal is

Empowerment

Thinking about A-Type Conflict and C-Type Conflict….

What makes sense?

What is new or novel?

What is reinforcing?

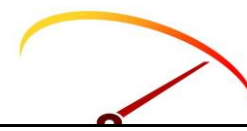
What will you do with this information?

Principles of Conflict Resolution

- **QTIP –** *Quit Taking it Personally*
- **Don't catastrophize, exaggerate, or trivialize**
- **Avoid Pronouns**
- **Avoid sarcasm**
- **Don't be surprised when…** (respond, don't react)
- **Maintain dignity of all involved**
- **Embody Respect**
- **Be aware of yourself, your own responses and emotions**

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Stress - a 10,000 foot view



Chronic Stress Effects… T or F?

1. Creates emotional problems (T or F)
   (Burgess et al. 1995)
2. Lowers IQ, reading scores (T or F)
   (Delaney-Black, et al. 2002)
3. Drastic memory loss (T or F)
   (Lupien, et al. 2001)
4. Shortens dendrites (T or F)
   (Cook and Wellman, 2004), (Brown, et al. 2005)
5. Causes neuron death (T or F)
   (De Bellis, et al. 2001)
6. Fosters inappropriate attachments (T or F) (Schore, A. 2002)



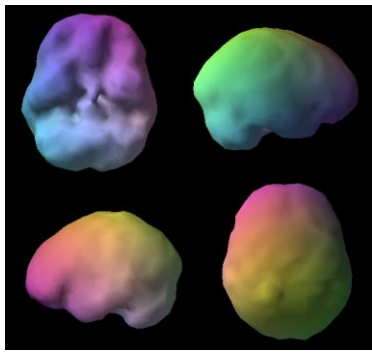
Stress is the physiological response to a perception of a lack of control over an adverse situation or person

✓**stress** (on/off) is healthy for us.



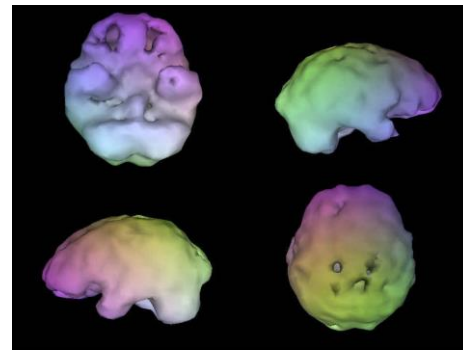
✓**distress** (chronic) is toxic to our brain and body





Healthy Brains Have Smooth Even Activation During Resting States

SPECT Scans courtesy Dr. Amen



Areas of Underactivity in this Brain Under Bad Stress

Those areas that appear to be holes are areas of underactivity.


Dr Judy Willis

Under "normal" circumstances absent of high stress, the amygdalae allow sensory information to reach the PFC. The PFC controls things like:

Reflection
Self-control
Attention
Judgement
Goals
Impulse Suppression

But

When stressors are experienced, including boredom, the PFC "loses" communication with the rest of the brain.


Dr Judy Willis

"When the reflective PFC does not supervise the lower brain, responses become **involuntary**."
(Think: fight/flight/freeze responses)

"Students' involuntary behaviors may be incorrectly interpreted as cognitive limitations, intentional lack of effort, or willful opposition when in fact their brains' reactive responses are involuntary and not willful."

Poverty is a significant source of stress.



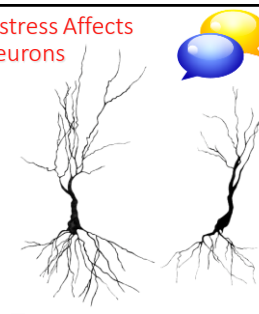
Dendrites taken from rat PFC show effects of distress.

How much exposure to distress (in time) would you predict it would take for neurons to wither as shown?

a) 2 hrs./day for 2 months
b) 30 min./day for 7 wks
c) 1 hr./day for 10 weeks
d) 10 min./day for 5 days

(Brown et al. 2005)

Distress Affects Neurons





Remember – stress is our perception of a lack of control.

When our stress levels go up, we need to increase control. Increase control and our stress levels go down.

9 ways to manage YOUR stress better

(Let's start by getting personal. Place a check mark next to those that are do-able.)

- ❑Move your body, take physical action, do something
- ❑Write it down, reflect on it later
- ❑1 week rule, "Will this matter in 1 week?"
- ❑Redirect your attention (see #1) – relationships, call someone, read, write, talk
- ❑Reframe the experience
- ❑Meditation
- ❑Get a hug
- ❑Talk with a friend
- ❑Practice Positive Self Talk*

Is stress contagious?
You bet it is!



Oberle & Schonert-Reichl, 2016 Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students

Why is change so hard?



Chronic stress and burnout inhibits change and often leads to apathy.

Neal, D. T., Wood, W., & Drolet, A. (2013). How do people adhere to goals when willpower is lo
The profits (and pitfalls) of strong habits. *Journal of Personality and Social Psychology, 104*(6),

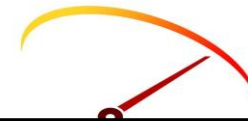




What does all this mean to you? Applications? Action steps?

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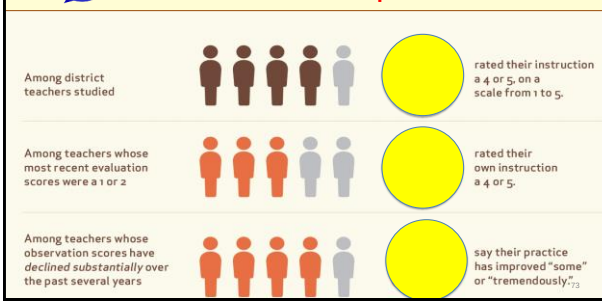
Core Understanding

Schools and staff are aggregates of systems. They are ***designed for stability***



Grow people and build systems for change and collective capacity

Is Self Perception Accurate?



The Self Perception Deception

The ***real reason educators*** rated themselves much higher than reality was: 1) ignorance of what true excellence in their profession looks like, and 2) many link their sense of competency in the workplace to their identity and self concept at home. This means they say, "I can't possibly call myself terrible at work, so I'll say I'm doing just fine or blame others." It is very difficult to work hard and believe you are ineffective at the same time.



Share This Critical Research with Your Staff

Many staff believe that, because they work hard, and because they have not yet achieved miracles, that students success is not possible *(faulty reasoning)*.

Other staff believe some, but not all their students *have the potential* for improvement. But they want to *see it first* before they believe it *(faulty reasoning)*.

Williams EF, Gilovich T, Dunning D. (2013). Being all that you can be: the valuation of potential in assessments of self and others. Pers Soc Psychol Bull. 38,142-54.

Why Change is Hard
(and what to do differently)

Change Can Be Hard

1. **Assumptions (about others & themselves):** *"I am a good teacher, so the kids must be the problem."* These impact staff strategy, effort and attitude
2. **Emotional Issues:** staff with anger, shame, regret cynicism, and resignation impact effort and attitude
3. **Chronic Stress and Burnout:** this impacts health, ability, energy, motivation, cognition and effort
4. **Adverse Environmental Triggers:** school distractions, room visitors, drills, testing, are systemic triggers that can impact likelihood of change
5. **School Systems:** most lack replicable pathways for assessing and activating change consistently
6. **Lack of Collective Staff Efficacy:** teams need more skills, tools, knowledge, resources and support

Your Preview

- ❑There are countless reasons that change goes slowly or stalls out at a school.
- ❑ Ultimately change is about people. Most people don't mind change; they just don't like being changed. They often resist in unlikely ways.
- ❑ Embed meaningful equity and strong drivers into the change programs, and use small nudges for velocity.

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Each person letters off from A-G
and every person gets a letter and every letter gets a person

You get 90" to look over your slides and consider what to share with others at your table.

Each person then gets 90" to share

A Why is Change Hard?

Adults have countless ***false assumptions*** about THEMSELVES and about OTHERS (they all prevent positive change from happening)



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Assumptions are Made

1. "If I know about it, I'll do it." (yeah, right)
2. "I have the willingness and motivation to do this, so it will happen." (yeah, right)
3. "I don't need help or support; *I can* do it." (ha!)
4. "Student challenges are impossible to overcome in school." (the reason other schools succeed is…?)
5. "I won't get **distracted or discouraged**." (ha!)
6. "If this is **important**, *I know I'll do it." (right!)*
7. "Our students are below grade level, lack parental support and are misbehaved and lazy." (and what you're doing to help them is…?)

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Coe, R. (2002). It's the effect size, stupid: What effect size is and why it is important. Paper presented at the Annual Conference of the British Educational Research Association, University of Exeter, England

How Important are Assumptions?

Teacher assumptions of student success are a huge **1.03** (2 years) effect size.

Student assumptions about their future have a MASSIVE **1.44** (nearly 3 years growth) effect size.



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Assumptions Can Be Cultural

- Staff often assume that because a student is different from the way the teacher is (poor, Hispanic, tardy often, African American, etc.), that the student is less likely to succeed.
- Challenge your own assumptions. What if you were told that your students were chosen to be in your class because of their "unusual potential"? *Now treat them that way.*
- And, what if the students were told that their teacher was caring, respectful and amazing?

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B Why is Change Hard?

The environment and lifestyle that teachers work in is absolutely chock-a-block with adverse **environmental triggers** that impair change.



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Examples of Adverse Triggers

1. **Classroom discipline issues, lack of time and school emergencies**
2. **District level shifts or lack of clarity and consistency from leadership**
3. **Classroom visitors or parents**
4. **Fire drill, fundraisers, and assemblies**
5. **Unsupportive comments from students and colleagues**

How to Change This

FACT: Hearing and repeating stories about "the way things are" becomes the dominant, reinforcing narrative in our own head. For some, the story in their head is full of failing, indifferent students who will never change.

ACTION STEP: Create and repeat a new narrative. Simply expect 20 daily surprises and interruptions that you'll gracefully handle. Read your new story every day until it is memorized. Help staff develop a vulnerable "mistakes okay" climate, collaborate to set new, higher goals, provide a reason for others to believe in them, set micro-goals and share the rewards of success. Affirm the positives.

Strong Resources: *Live the Best Story of Your Life* (Litwin) and *Living Forward* (Hyatt and Harkavy)

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Fatalism and cynicism in the workplace environment fosters the apathy which is deadly for change

C Why is Change Hard?

Schools typically lack tested and posted ***pathways or systems*** that *invite and guide collective staff self-efficacy.*



Lack of "Change" Systems

- Most leaders have routines that ***maintain stability***, but not routines for change such as dealing with cultural biases and prejudice.
- Most leaders do a ***"one and done"*** style of PD with little or no follow up.
- Most staff have no ***internal training program*** to better "run their own brain" like mindfulness, yoga, study or daily stress tools.
- Staff rarely foster ***external daily habits*** that build skill, energy or attitude such as healthy eating and regular fitness.

Change rarely comes from an insight or event. Rather, it comes from small, crucial steps done daily that grow something amazing over time.

Here is Your Core "Change Structure" at Your School

- ✓**Fully trained teams** that have a POSTED clear step-by-step process for turning relevant data into meaning and designing lesson plans.
- ✓ **Teams that meet weekly** to assess their impact on student learning, gather feedback and adjust for each student.
- ✓**A clear plan** for school culture that is inclusive, positive, and safe with very high expectations.

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D Why is Change Hard?



Emotional issues such as guilt, anger and even resentment

inhibit changes

Typical Change Responses

Change has a predictable series of steps *for most staff*. Common responses to change may be:



- ✓**Fear of Unknown**
- ✓**Uncertainty/paralysis/anger**
- ✓**Insights/Discovery**
- ✓**A Shift in Behavior**
- ✓**Engage & Embrace Change**

Over Time, Many Staff May Feel…

- ◆ Underappreciated
- ◆ Resentful for all the changes forced upon them
- ◆ Overworked with endless expectations
- ◆ Chronically stressed
- ◆ Frustrated by continual curriculum and assessment changes
- ◆ Misled or lied to the point of cynicism

Toxic environments are seething with the cuts of a thousand razor blades that have festered over time into emotional paralysis

Staff Can Get "Stuck"



Many staff are stuck with their emotions of anger, shame, sadness, guilt and regret.

They lack the skill sets to move forward.

All quality relationships must foster "weed-pulling" to remove the toxic and unhealthy emotional residue. Only then, can the "planting of seeds" generate a better future.

You'll Want to Continually Foster "Pulling weeds" *and* "Planting seeds"



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What Does **Pulling Weeds** at Your School Look & Sound Like?

- **"Pull weeds"** means to expose, process and clear the counterproductive emotions. The key phrase is, "I am sorry."
- This means your staff must hear from others phrases like, "I am sorry I let you down. How can I fix it?" Or, "Listen I didn't mean to hurt your feelings. I am sorry." Or, "I wasn't giving you my full attention. I am sorry. Can you please repeat that?"

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What Does **Seed Planting** at Your School Look & Sound Like?

- **"Plant seeds"** means to expose, elevate and foster positive emotions such as ***gratitude, worthiness and optimism.***
- This means your staff must hear daily from others phrases like, "I am so grateful you stopped by yesterday. I was feeling down and what you said helped a lot." Or, "Your students were psyched today. Kudos to you!" Or, "This team is great to work with. Thank you guys!"

E Why is Change So Hard?

One (or more) of the Key Team Steps are Usually Missing



One, two or three of these key factors are likely missing

- ✧ **Highly Effective teams** (do team building activities, weed-pulling and seed planting)
- ✧ **Data-driven** (use evidence-based decision-making)
- ✧ **Focused** *on both* personalizing and improving instruction (using ***deliberate practice)***

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What You Can Change

- ✓ **Leadership and staff autopsies are done monthly to foster reflection**
- ✓ **Staff discusses "What went wrong?" and "How do we fix it?"**
- ✓ **All encourage growth mindsets with weekly celebrations of mistakes**
- ✓ **Foster the use of reading and reflection**

Use 5 Daily Reflection Questions

1. How did I foster optimism and gratitude today? Was it my best effort?
2. In what ways did I make this relevant and equitable? (our staff and students)
3. How well did I manage my stress today?
4. How was I fully engaged in helping each student (or staff member) succeed?
5. Identify how I grew and got better today. (personally and professionally)

SOURCE: Goldsmith, M.(2015) Triggers. Crown Business, NY.

F Why is Change So Hard?

Chronic stress and burnout ***inhibits change*** and often leads to apathy







Stress
is a physiological response
to a perception of
a lack of control over an
aversive situation or person

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What Does This Mean?

Stress is always generated *within you..* It's not "out there" (ever)!
Strengthen coping skills and foster a sense of control at work every day **OR** there's little chance of success.





This is the most important message of the day. Please reread this.

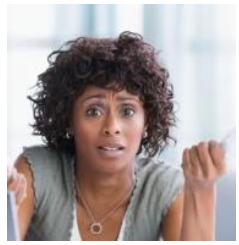
Why Chronic Stress is Evil

- ➢ It produces inflammation in the body which puts a load on the immune system
- ➢ Staff are more likely to get sick and miss work days
- ➢ Staff are less able to process complex problem-solving issues
- ➢ Chronic stress inhibits change; staff are unlikely to change

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Studies on Teacher Burnout

On the NIH site, there are over 95 peer-reviewed studies on teacher burnout. *Over 50% of them were published in the last six years!*



109

9 ways to manage YOUR stress better

(Let's start by getting personal. Place a check mark next to those that are do-able.)

- ❑Move your body, take physical action, do something
- ❑Write it down, reflect on it later
- ❑1 week rule, "Will this matter in 1 week?"
- ❑Redirect your attention (see #1) – relationships, call someone, read, write, talk
- ❑Reframe the experience
- ❑Meditation
- ❑Get a hug
- ❑Talk with a friend
- ❑Practice Positive Self Talk*

The greater the workplace stressors, the more important relationships, support, sense of control and meaning becomes.

Eric Jensen

111

What You Can Change

- ✓ **Leadership becomes empathic to staff stress. Share that stress is not "out there" but generated from within.**
- ✓ **Share strategies for reducing stress with small daily shared staff habits.**
- ✓ **Increase staff sense of control over their daily work experiences though roles in curriculum, assessment and leadership PLUS the time and resources to do it.**

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G Why is Change So Hard?



Every thought and every action you take will strengthen a habit. Soon, your old habits are easier to do than changing to new ones.

Brains Resist Overt Change



- ❖ NOT because the person is bad, resistant or hates to be better.
- ❖ Brains resist overt change because: 1) it is wired up to be different than what you want, 2) the change might not be good, and 3) rewiring the brain, in a good way, takes intention and often, hard, deliberate practice.

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But Habits Can Change For the Better or the Worse



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What You Can Change

- ✓ **Role model the attitudes of change!**
- ✓ **Collaborate first, then agree on micro steps that everyone can do.**
- ✓ **Post up, shout out and celebrate the small wins.**
- ✓ **Environments that optimize change are highly positive, with movement, joy and affirmations. Why?**

Your Next Steps…

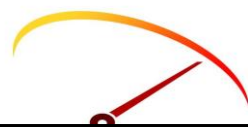
- ➢ Awareness is good! Accept that *change may be hard!*
- ➢ Success will more likely happen as a result of *purposeful collaboration*, not because of the FORCE applied.
- ➢ Foster change as a staff decision so that it becomes *collective capacity.*
- ➢ Develop systems which address the core issues holding all of us back.

END

A-G Group Discussions

5 Practices That Move the Needle

- ✓ Fostering Relationships at multiple levels
- ✓ A consistently implemented plan for Parent Communication
- ✓ An understanding of the nature of Conflict
- ✓ An understanding of the nature of Stress
- • Coaching for Change



How to Support Your Struggling Teachers

Equity applies to supporting teachers as well



Equality doesn't mean **Equity**

How to Support Your Struggling Teachers



- Connect first! Some do not know "how" so you ensure they have a clear path to grow with the right tools, plans, time & support.
- Start with the "why" so they know what's at risk.
- Guarantee you will be a partner in the process.
- Hold a crucial conversation (many have had bad prior experiences and have stifling anger, guilt, resentment or cynicism that holds them back).
- End any self-delusions: present real data about how their own students are doing *as compared to norms and other teachers. Remember that this process may be uncomfortable for them.*

Teachers are Your Top Priority

- Ensure there is priority time for teachers to collaborate, process and make decisions.
- Ensure there is a support system for all teachers (mentor, team, time off, teacher thank you days weekly, listening times, fix the bottleneck time, friendships, personal leave time, adequate access to grow, etc.).
- Ensure your teams engage one meeting per month to strengthen team-building, healing, listening, support, empathy and forgiveness.

Coaching: Is There Evidence?

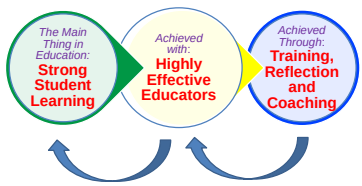
1. There is evidence that coaching can improve student achievement if several factors are in place.
(Kraft, Blazer, Hogan, 2017)

2. Coaching is most powerful when it is sustained and every teacher in the building receives the coaching.
(Charner & Elliot, 2017)

3. The type of coaching that was most effective had multiple observations, feedback, and modeling opportunities over 2 yrs.
(Kretlow & Bartholomew, 2010, Charner & Elliot, 2017)

The Main Thing!

"The main thing is to *keep the main thing* the main thing." Steven Covey



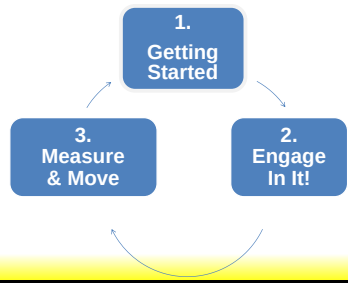
Coaches Should…?



Place a checkmark next to the top 4 characteristics that you believe coaches should possess.

____ Build Growth Mindsets
____ Listen Actively
____ Build Trust
____ Creatively form questions
____ Show Data; Not Judgement
____ Serve and Partner with coachee
____ Be a relationship expert
____ Be a content-area expert
____ Prioritize Emotional Intelligence skills
____ Be an advocate/cheerleader for teacher

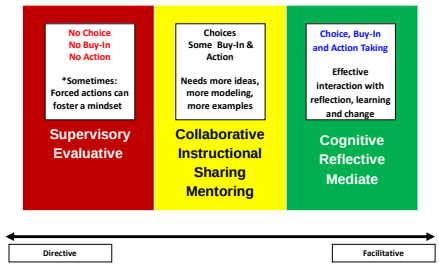
Maximizing Coaching Cycle



Maximizing Coaching Cycle

- Educator + Coach = ***Partnership*** for growth leading to highly effective educators.
- Not about "fixing" people, but rather about *building their capacity* through goal setting, practice, feedback, and reflection – surrounded by a culture of trust and a growth mindset.
- It's giving teachers exactly ***what they need*** based on ***where they are*** and ***where their students are*** in that particular content area.

Possible Coaching "Zones"

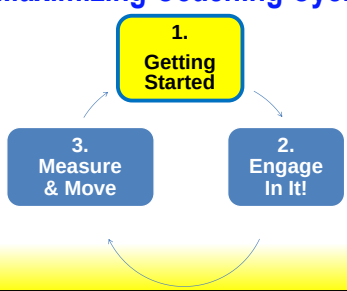


Overview of Maximum Coaching

Coaching is powerful and transformational when the person being coached, not the coach, *evaluates* what is good or poor, appropriate or inappropriate, effective or ineffective about *his/her* work.



Maximizing Coaching Cycle



1. Getting it Started

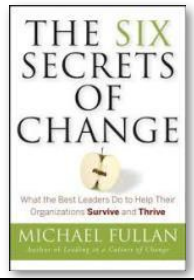
Step 1 – Build a positive, trusting relationship with each other

- ✓ Connect by finding common ground
- ✓ Connect by having mini conversations throughout the day – personal and professional
- ✓ Connect by stating the positives that you notice
- ✓ Connect by continually having the mindset: I am here for you!

How Does Growth Happen?

"The heart of any school is the people and the relationships between the people.

These relationships determine what gets done and what does not." *Michael Fullan*



Begin with the End



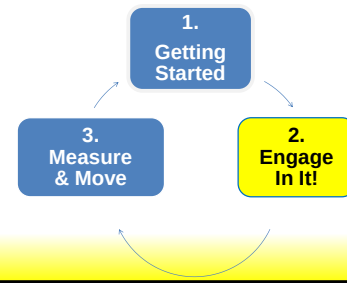
Step 2 – Co-design the goals with the teacher

- Discover and help the teacher own the gap (goal should focus on high-yield tools; Use videos, teacher self-assessment tools, observation data for discovery)
- Determine the potential interventions needed to close the gap (trainings, articles, observe other teachers, Checklist of Steps, Webinars, coach models, etc.)
- Implant milestones into your Action Plan – "You know you're succeeding when your students are doing… by _____ (date)."

Support Growth with Goal-Setting Questions

- Based on our school-wide goal (or initiative), what is your growth opportunity? How do you know?
- How will this goal improve student learning in your classroom?
- **What will students look like and sound like if you have fully accomplished your goal?**
- **What specific strategies or interventions will help you accomplish this goal?**
- What do you need to learn more about in order to accomplish this goal?
- How can I support your learning and goal attainment?

Maximizing Coaching Cycle



2. Engaging In It

Step 1 - Design lesson plans *with the teacher with the goal in mind.* Help teacher visualize the skills being used in those lessons and the effects on student learning.

Step 2 – Choose one lesson to discuss thoroughly. This **Pre-Conferencing** lasts about 10-15 minutes. The impact of coaching *should predict improvement* in the lesson.

Engaging with the Visit

Step 3 –

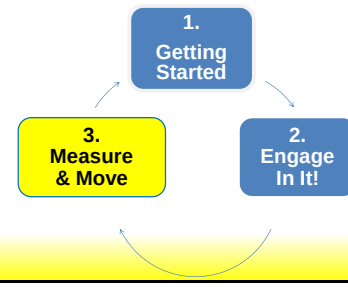
- ❑ Schedule the Classroom Visit (usually the day after Pre-Conference)
- ❑ Coach sees the learning in action
- ❑ Coach collects data on student learning and goal attainment.



Proactive Pre-Conference Questions to Ask Coachee

- Which strategies did you plan to engage all students? How might you need to differentiate your tools to reach all students?
- How does this lesson support your goal/growth? What will goal accomplishment look like/sound like during this lesson?
- Where might students struggle during this lesson?
- **What evidence will you collect to know your teaching impact?**
- **What changes are you going to make to improve this lesson? How can I help?**

Maximizing Coaching Cycle



3. Measuring & Moving

Step 1 – Schedule a Post-Conference (20-30 minutes)

Step 2 – Design reflection questions about the collected data *to help the teacher determine the impact* the instruction had on student learning.

Step 3 –*Stay in the "green zone"* so the teacher can determine how to close the gap or how to move forward 1-2 steps based on her goal.

3 Effective Post-Conference Questions for Coachee

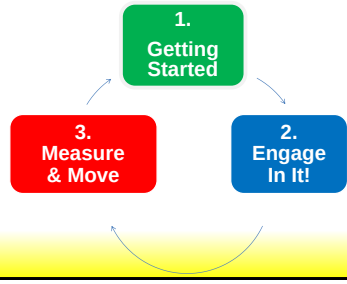
1. **Reflecting** on the data collected, what evidence do you have for your goal accomplishment and student achievement?

2. **"How are you doing?"** Strategies, tools, ideas, processes that DID work. Discover strategies, tools, ideas, processes that DID NOT work.



3. **Where to next** to close the gap? How do we change the goal after this data analysis to improve instruction?

Maximizing Coaching Cycle



Where is YOUR School?

Coaching Factors	Your Comments: (where your school is, where you hope your school can go, how your school could get there, etc.)
Relationship Building – Do you have trusting relationships in your school that can promote growth for all? Is there a positive learning culture? Do teachers support each other's growth?	
Getting Started– Does your school have initiatives that are about The Main Thing? Do your teachers have learning goals that help them achieve what they need to, to improve student achievement? Does your school provide PD opportunities to help teachers with their goals/The Main Thing?	
Engage In It – Do your teachers plan with someone who can ask questions to ensure top tools are used? Do you have lesson plan templates to support where you want your school to go? Do teachers visit one another's classrooms?	
Measure & Move– Do your teachers receive time to reflect on their daily data and instructional practices? Do your teachers receive questions to enhance self-feedback? Do they change their tools based on the feedback?	

Some Qs You Might ALSO Ask:

- ✓So I hear you saying…is that right? (paraphrase)
- ✓Can you tell me more? (elaborate)
- ✓If you did this at your school, what would that mean for your students, teachers, and school culture?
- ✓That's a great idea. How might you get that started?
- ✓What roadblocks could prevent that from happening? What could you do about that roadblock?
- ✓I wonder if you could try _____ - would that work? (Yellow Zone)

Some Qs You Might ALSO Ask:

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5 Practices That Move the Needle

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- ✓ A consistently implemented plan for Parent Communication
- ✓ An understanding of the nature of Conflict
- ✓ An understanding of the nature of Stress
- ✓ Coaching for Change



What is your path?

A – B – C

1. **Agree** on a clear, personal path
2. **"Buy-in"** from yourself on the idea
3. **Commit** to implementation



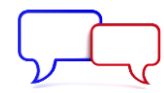
My Top 10 List

Reflection Time

So what?



Team Planning





What makes sense?
What meshes with what you already do?
What are changes or adjustments to make?

Thank you

Free Newsletter & Resources - website



For more information:
www.bryan-harris.com

Super-Extra Bonus Slides



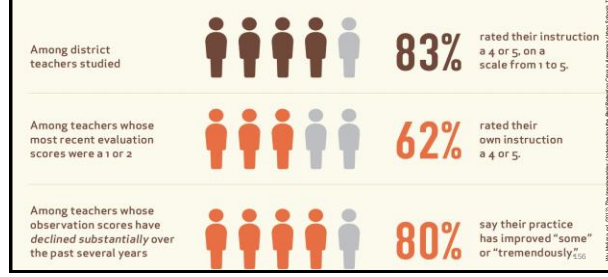
Attitudes Leak!



This is a truism:

We would never expect 100% mastery of an academic skill after just one exposure but we often expect it when it comes to behavior. This is true for both kids and adults.

Is Self Perception Accurate?



"7 Sure-Fire Steps for Coaching Success in Your School"

Where to Get Started?

Download FREE

the Special Report listed above at:

www.maximizelearninginc.com

✓ 4 things that have a greater impact on happiness than money

- Control over what you are doing
- Progress in what you are pursuing
- Connections to other people
- Having a purpose and meaning



Nobel Laureate Daniel Kahneman

The GROW model for peer coaching and mentoring

Helping people unlock their potential.



Helping them learn rather than teaching them.

GROW – your role at each stage

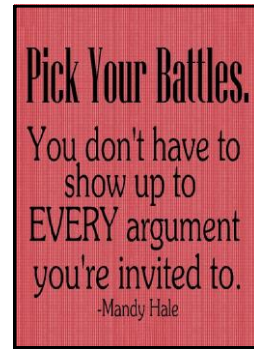
G	As coach, your role is to help clarify the GOAL	**Help the coachee to set and articulate goals** • Help the coachee to set clear goals and identify what they would like to achieve • Agree areas for discussion in this session
R	Your role is to help them understand what is happening now / gain insight	**Let them tell their story.** Get a clear picture of what's actually happening, when it happens, what the effects are and what they have tried to do about it so far. • Clarify the issue / situation • Invite self assessment • Determine current impact • Provide observations + feedback • Determine future implications
O	Help them to find out what is possible • Generating options • Assessing options	Get the coachee to describe an ***ideal* outcome** and encourage **exploration of a range of ways** this may be able to be achieved. • Brainstorm many options. Assess pros and cons. • Coaching is about helping the coachee find a way forward. Only offer your ideas after you have pushed them hard to come up with their own.
W	Help them determine a way forward & commit to best actions	**Convert the discussion to a decision.** • Help the coachee determine a way forward • Identify possible obstacles to overcome. • Work out what they are actually going to do • Work out what support they need.

www.discoveryinaction.com.au

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7 Norms of Collaboration

Original	Updated
Pausing	Pausing
Paraphrasing	Paraphrasing
Probing	Posing Questions
Putting Ideas on the Table	Putting Ideas on the Table
Paying Attention to Self & Others	Providing Data
Presuming Positive Intentions	Paying Attention to Self & Others
Pursuing a Balance between Advocacy & Inquiry	Presuming Positive Intentions



How different would our world be if everyone truly believed this?

How many people do you know that respond negatively when "someone is talking about me!"