



Shifting Mindsets: A Culture of Coaching

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Working Agreements -- SALSA

Share experiences to enrich others

Ask questions

Learn by doing

Set aside any preconceived notions

Apply the learning to your own work



1, 2, 4, All

1 minute: alone to think & write

2 minutes: in pairs to share & generate ideas

4 minutes: in foursomes to share & discuss

5 minutes: whole group, one important idea
from each group of four



Session Targets

Develop a common understanding of what it means to create a coaching culture--a setting in which all staff coach each other

Experience tools, systems, & structures that support job-embedded professional learning & continuous improvement.

Consider implications for your own setting and leave with an action plan.



Coaching Culture: A Definition

Clutterbuck and Megginson, in 'Making Coaching Work: Creating a Coaching Culture', define a coaching culture as one where:

“Coaching is a predominant style of managing and working together, and where a commitment to grow the organisation is embedded in a parallel commitment to grow the people in the organisation.”

From 'Making coaching work', 2012, p 19



The Shift from 'Me' to 'We'



[Save the Last Word for Me](#) protocol

Assign a timekeeper.

Read the excerpt, noting ideas that stand out as significant to you.

Highlight what you believe to be significant ideas in the excerpt.

Each individual reads one of his/her highlighted sentences, saying nothing else.

Other participants respond individually to the sentence shared (thoughts, questions, etc.)

First participant explains why he/she selected the sentence and what he/she has learned as a result of listening to the others.

Repeat for each participant.

Coaching Culture Is/Is Not

Coaching culture is ...	Coaching culture is not ...
An ongoing use of inquiry to learn about individual and collective practice.	Event-driven or sporadic.
Inclusive of all levels.	Hierarchical or selective.
Supported by clear structures and processes.	Forms and checklists.
A shift in the type of collaboration as collective ownership (and authorship) and accountability (responsibility).	A singular process between coach and teacher.
About research into practice.	Evaluative.

Collective Teacher Efficacy

Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

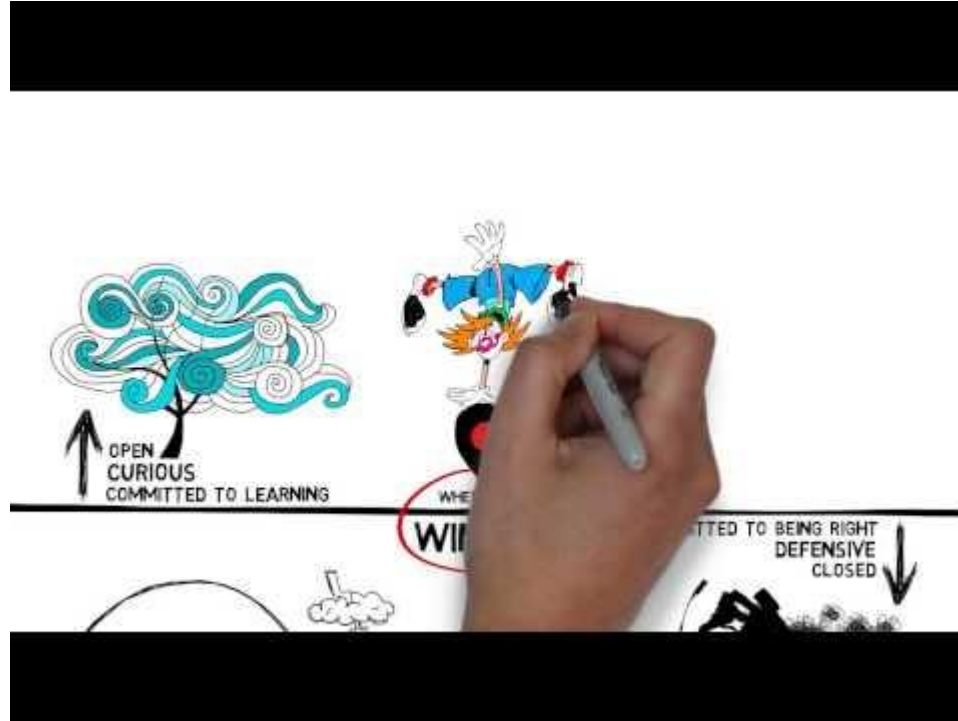
Image (c) Visible Learning Plus – www.visiblelearningplus.com

Four Conditions

- Team must commit to transparency in practice and results.
- Team must create a climate of nonjudgementalism.
- Team must be specific in terms of the practices it will employ and actually employ them.
- Team must be clear on the specific evidence it will collect to know it is influencing growth - and it must collect it.

From Hirsh: [Michael Fullan Affirms the Power of Collective Efficacy](#)

Mindset - Above the Line Thinking



As a lead learner ...

1. What are you doing that is above the line?
2. What are you doing that is below the line? How can you move above the line?
3. What are examples of when you have seen colleagues incorporate activities/language that is above the line? How might you replicate that?
4. What are examples of when you have seen colleagues incorporate activities/language that is below the line? How might you suggest that they could have moved above the line??
5. What is your new thinking based on this concept/video/discussion?
How does it impact your learning AND leadership?

Shifts



- Clear goals/focus improvement strategies => sustained work over time
- Development of shared understanding and common language around goals/focus improvement strategies
- Structures for collaboration that are aligned and accountable



Clear Goals/Focus Improvement Strategies - Worthington

Academic Goal By June 2021, leaders will use the DLT/BLT/TBT Process to develop, measure, and analyze effective instructional practices in order to reduce student subgroup achievement gaps by 50%, while increasing the quality of instruction for all students across all settings.		
<p>Strategy 2: All teachers will use informational text in all content areas and all levels so that all students read to learn and extrapolate information that extends learning.</p> <p>2.1 Create tools that define and support use of informational text across all disciplines</p> <p>2.2 Provide professional and learning support about disciplinary literacy</p>	<p>Strategy 3: All teachers will implement instruction that provides all students with opportunities to make their thinking visible through writing in all content areas and at all levels.</p> <p>3.1 Define visible thinking and writing in all content areas</p> <p>3.2 Identify and create tools in all content areas that support feedback on students' levels of thinking (Formative Instructional Practices) through writing in all content areas (e.g. 8 mathematical practices, science heuristic etc.)</p>	<p>Strategy 4: All teachers will implement instruction that reflects their understanding of Depth of Knowledge such that all students exhibit deeper levels of critical thinking.</p> <p>4.1 Provide professional learning that develops understanding of the DOK level of the learning standards in each content area</p> <p>4.2 Provide professional learning that defines and builds understanding of DOK</p> <p>4.3 Provide professional learning to design instruction and assessment (e.g. feedback and grading practices) that reflect the DOK level of the learning standard</p>
<p>Strategy 1: All teachers will create a culture of empathy and support that scaffolds all students' academic, social, and emotional success.</p>		
<p>1.1 Identify and support culturally responsive practices that support student success</p> <p>A. Provide professional learning to build common understanding of what it means to be culturally responsive</p> <p>B. Provide professional learning to build shared understanding of equity and equity-oriented action</p>	<p>1.2 Develop, articulate, and implement a district model for MTSS</p> <p>A. Study and develop a district model for MTSS</p> <p>B. Begin early MTSS implementation with emphasis on Tier 1 instruction and team processes</p> <p>C. Determine MTSS processes and documentation</p> <p>D. Audit current practices and curricular resources to determine how they support Tier 1 and 2 interventions</p> <p>E. Create ongoing, sustained, job-embedded professional learning support for MTSS implementation</p>	<p>1.3 Facilitate reflection, dialogue, and exploration of effective assessment and grading practices</p> <p>A. Develop course summaries, curriculum maps and course/resource adoption timelines that align with effective assessment and grading practices</p> <p>B. Provide professional learning and support for development of assessment literacy</p>

Clear Goals/Focus Improvement Strategies - Bexley

District Instructional Goals and Strategies

District Instructional Goals – 2018-2023		
1. We will identify and communicate student learning <u>goals</u> .	2. We will use a variety of strategies and formats to gather <u>data</u> in order to monitor student progress toward learning <u>goals</u> .	3. We will employ a variety of strategies and structures to differentiate instruction based on student <u>data</u> .
Strategies – 2018-2019		
<p><i>Bexley educators will...</i></p> <p>1.1. Collaborate (teachers of same grade levels and courses/subjects) to identify consistent academic goals based on Board-approved district curriculum.</p> <p>1.2. Communicate explicitly the daily learning goals to students.</p> <p>1.3. Engage in professional learning to gain knowledge and understanding of the social and emotional needs of students in order to set goals for students.</p>	<p><i>Bexley educators will...</i></p> <p>2.1. Gather, review and analyze data regularly and systematically (i.e., national, state, district, classroom formative and summative measures) to monitor student progress and instructional effectiveness.</p> <p>2.2 Engage in professional learning to increase knowledge of assessment literacy, assessment strategies, assessment types, and assessment purposes.</p>	<p><i>Bexley educators will...</i></p> <p>3.1. Engage in professional learning to understand how a student profile (culture, disability, experiences, gifted abilities, interests, language, and learning style) impacts academic learning.</p> <p>3.2. Study to gain better understanding of differentiation (content, environment, process, product).</p> <p>3.3. Implement one instructional strategy to differentiate the learning experience for students based upon data (and not just test data).</p>

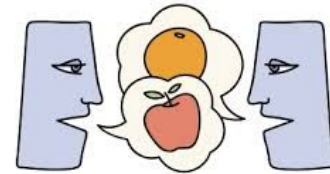
Clear Goals/Focus Improvement Strategies

- What are your current focus improvement strategies (classroom, building, district?)
- What were they last year?
- How were these strategies determined?
- What are you doing to improve/take practice to the next level?



Shared Understanding & Common Language


- Think of an initiative/growth area in your setting.
- What are the structures you are using (or could use) to build shared understanding and common language?
- What are the shared understandings (mindshifts?) needed for change/growth to occur?
- What common language will help everyone move forward together?



Aligned & Accountable Collaboration Structures

- Teacher-Based Teams/PLCs <https://tinyurl.com/TBTDiscGuide>
- Coaching Conversations <https://tinyurl.com/ConsultProtocol>
- Coaching Continuum <https://tinyurl.com/coachcont>

How might these tools support peer coaching relationships?
What other structures/tools/ideas might be helpful in your own setting?



3-2-1

3 Insights

2 Things you can apply in your context

1 Commitment

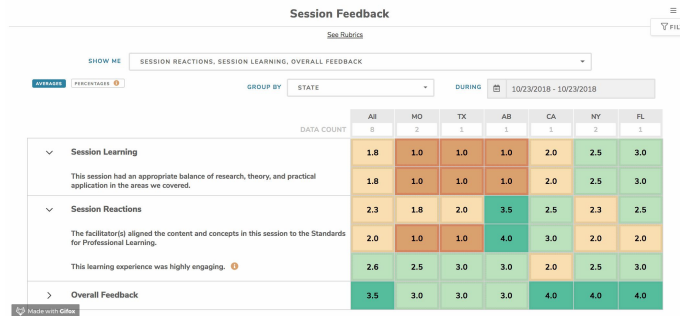


Post-Session Evaluation

Take our 3 minute survey!

Your feedback will be used to:

- Understand the impact of our session
- Improve our facilitation



The screenshot shows a 'Session Feedback' report for Session ID 2433. The report is filtered by 'STATE' and 'DURING' (10/23/2018 - 10/23/2018). The table below shows the data for each state (All, MD, TX, AB, CA, NY, FL) across three categories: Session Learning, Session Reactions, and Overall Feedback. The 'All' column represents the overall average score.

	All	MD	TX	AB	CA	NY	FL
Session Learning	1.8	1.0	1.0	1.0	2.0	2.5	3.0
This session had an appropriate balance of research, theory, and practical application in the areas we covered.	1.8	1.0	1.0	1.0	2.0	2.5	3.0
Session Reactions	2.3	1.8	2.0	3.5	2.5	2.3	2.5
The facilitator(s) aligned the content and concepts in this session to the Standards for Professional Learning.	2.0	1.0	1.0	4.0	3.0	2.0	2.0
This learning experience was highly engaging.	2.6	2.5	3.0	3.0	2.0	2.5	3.0
Overall Feedback	3.5	3.0	3.0	3.0	4.0	4.0	4.0

bit.ly/2018SessionFeedback

Session ID: 2433

NOTE: Session ID should be in all CAPS and is case-sensitive.



Your responses power our **kickup** report



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THANK YOU



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Sources

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Hirsh, S. (2016, April). Michael Fullan Affirms the Power of Collective Efficacy. Retrieved November 7, 2016.

<https://drive.google.com/file/d/0BwLj1F1S3jJ6ZnNzTE90MmhGWjQ/view>

National College for Teaching & Leadership. Mentoring and coaching: Advanced skills.

