

# An Introduction to NYCLA's FCB Coaching Approach

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# Our Mission

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We build the capacity of educational leaders, at every level of the system, to confront inequities and create the conditions necessary for all students to thrive.

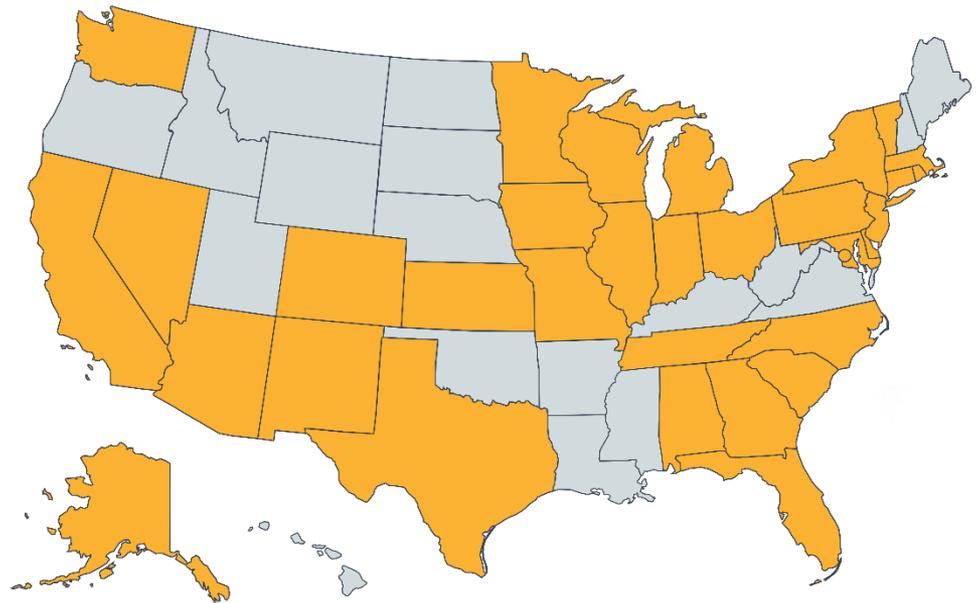
# Our Vision

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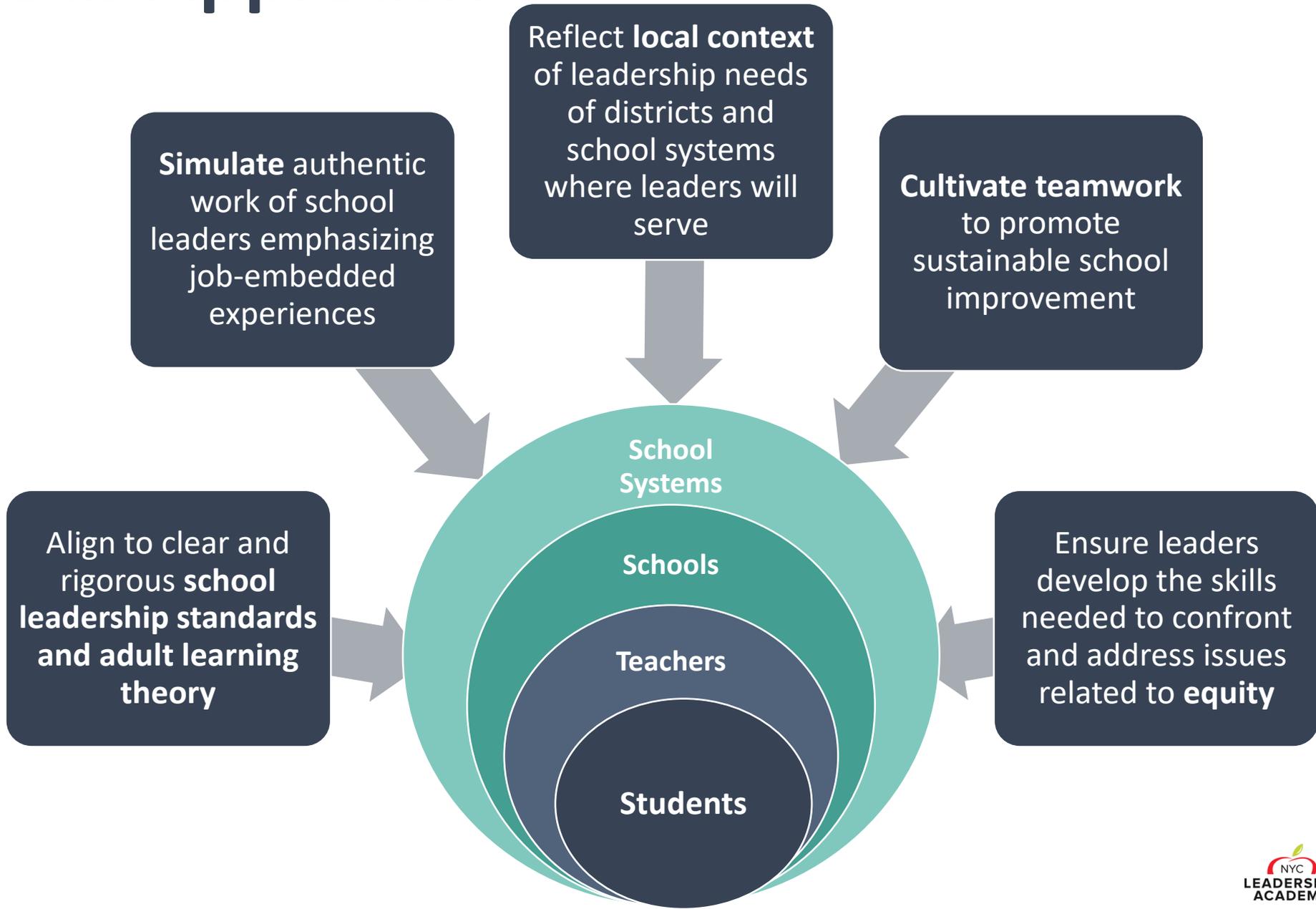
We envision a nation where every school and school system is led by transformational leaders who prepare all children, especially the traditionally underserved, for success.

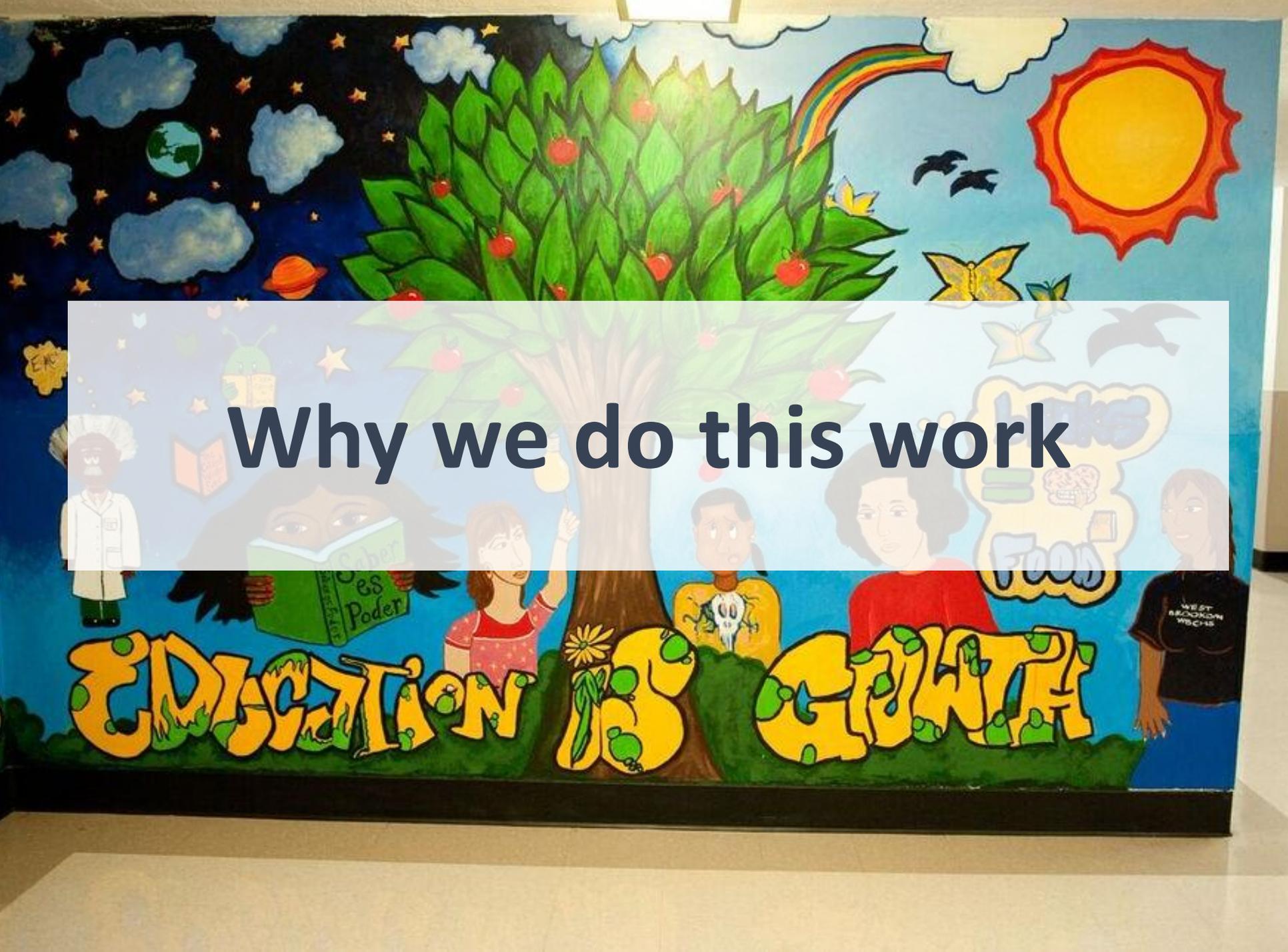
# National Reach

In the last 15 years, we have directly supported more than **4,200 leaders** in **185 school systems** across **32 states** who are transforming the learning of **5.5 million students**



# Our Approach



A vibrant, hand-painted mural on a wall. The central theme is 'EDUCATION IS GROWTH', written in large, bubbly, yellow letters with green leaves and vines. The background is a mix of blue and green. At the top, there's a bright yellow sun with a red outline, a rainbow, and a blue sky with white clouds, birds, and butterflies. On the left, a dark blue night sky features a globe, stars, and a planet. A large green tree with red fruit is the central focus. Below the tree, several figures are depicted: a scientist in a white lab coat, a woman reading a book titled 'Saberes es Poder', a woman in a red dress, a woman in a yellow shirt with a skull, a woman in a red shirt, and a woman in a black shirt with 'WEST BRACKEN WDC-18' on it. To the right, a yellow speech bubble contains the word 'FOOD' and icons of a brain, a book, and a leaf. The overall style is illustrative and educational.

**Why we do this work**

**EDUCATION IS GROWTH**

Research confirms school leadership has powerful effects on improving student achievement and narrowing achievement gaps.

## EQUITY

The effects of strong leadership are even greater in schools that are struggling.



Nationally, we continue to see **inequities** based on **race** and **socioeconomic status** in:

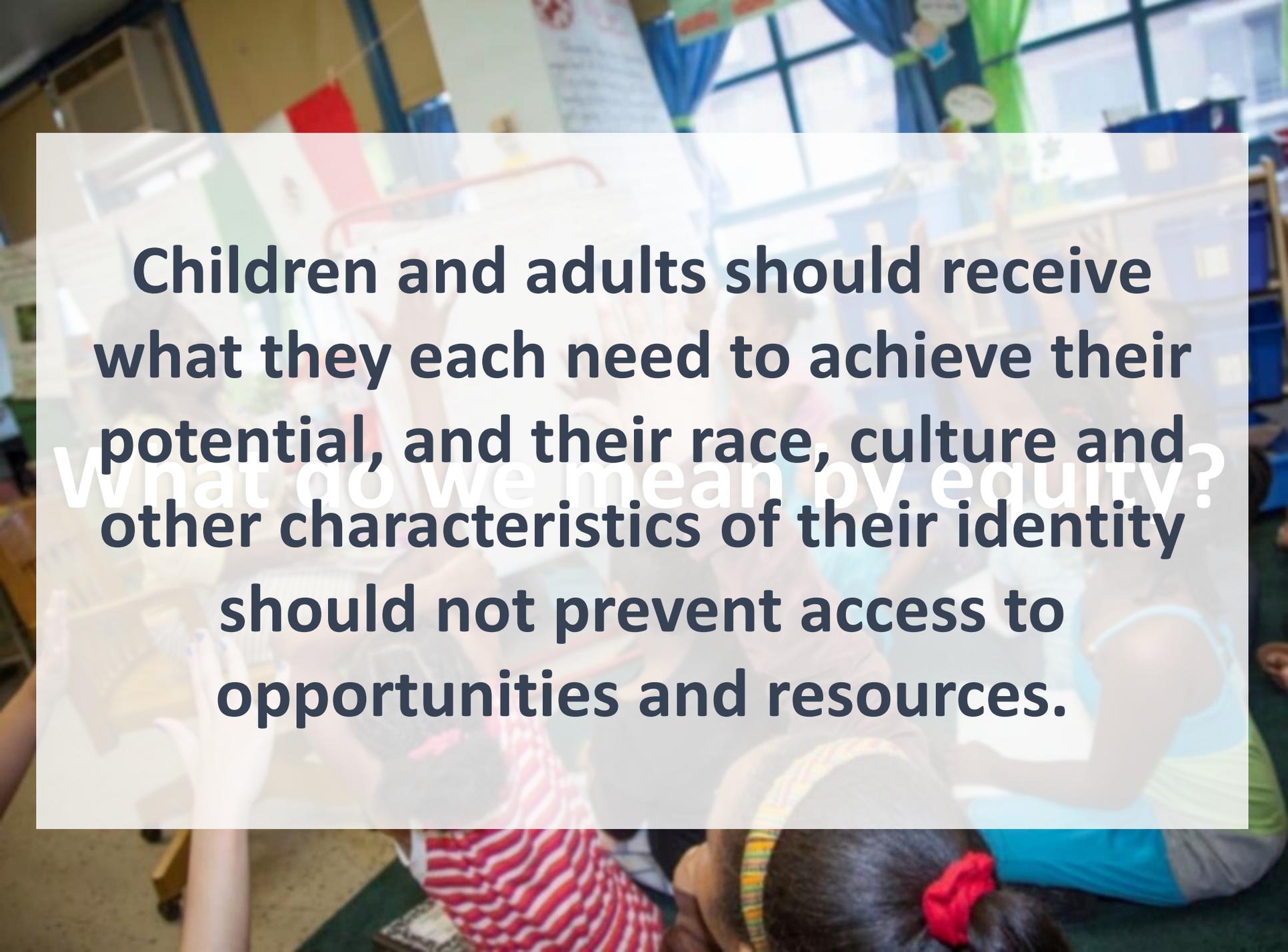
## LEADERSHIP

Discipline rates  
Access to:

- Accelerated coursework
- Experienced teachers
- Experienced leaders

Achievement scores  
Graduation rates

# Leading At the Nexus of Equity and Leadership



**Children and adults should receive what they each need to achieve their potential, and their race, culture and other characteristics of their identity should not prevent access to opportunities and resources.**

**What do we mean by equity?**

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**1**

**The Case for Coaching**

**2**

**River of Life: Knowing  
Ourselves**

**3**

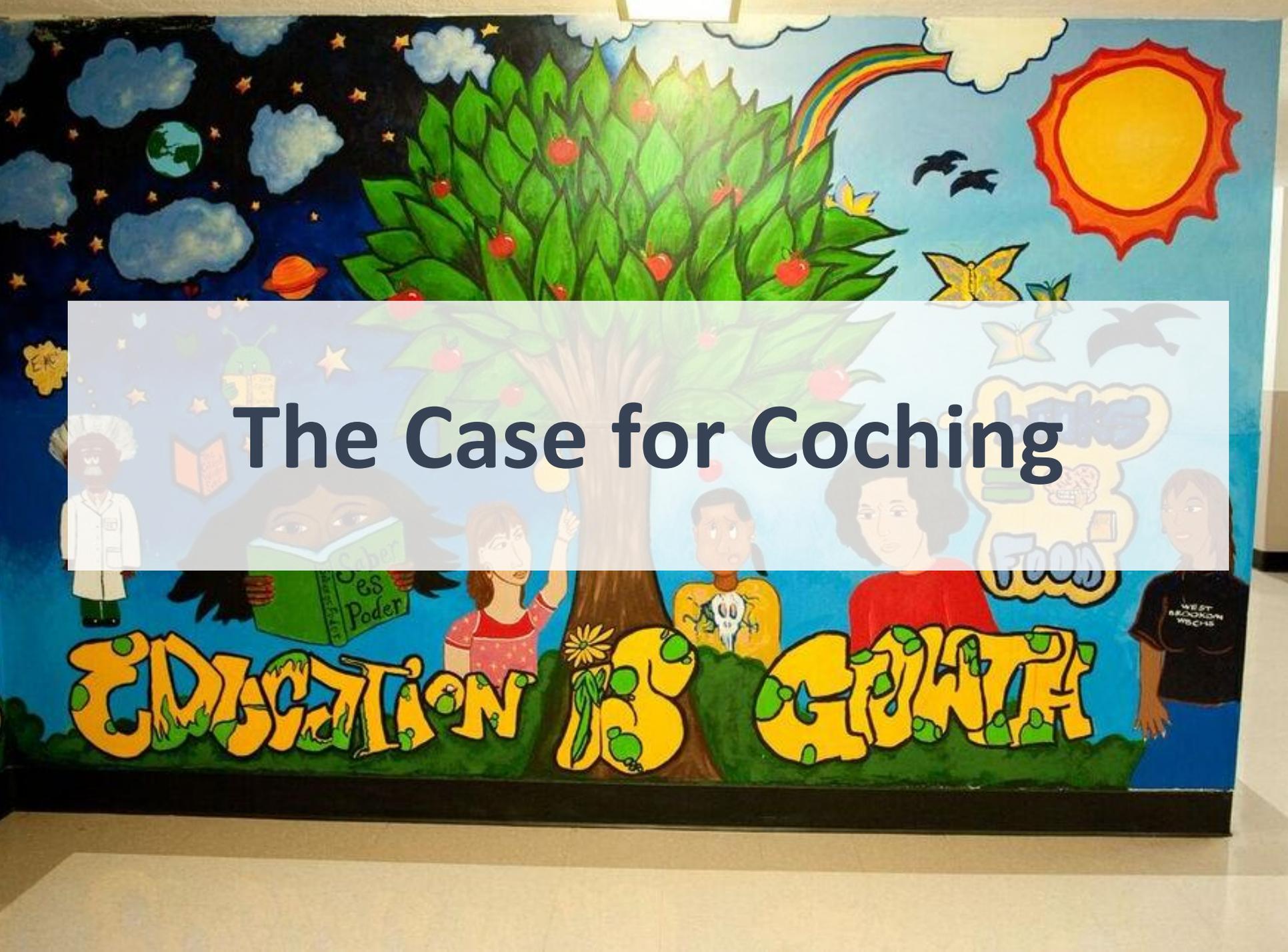
**Coaching Skills: Listening  
and Questioning**

**4**

**Practice and Reflection**

# The Case for Coaching

EDUCATION IS GROWTH



# What is Your Default?

Modeling

Teaching/Lecturing/  
Providing Direction

Observing and  
Giving Feedback

Asking Question for  
Reflection

# Discussion

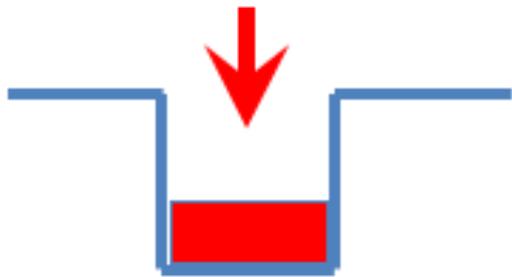
- Why did you select this approach? What are the strengths/advantages of this approach to building leadership capacity?
- What would be lost if you used only one of these approaches to leadership development? How do they connect to one another?

# NYCLA Coaching Approach

At NYCLA, our coaching is about helping our coachees implicate themselves in the system of educational improvement and to build the habits of reflective practice and adaptive leadership necessary to change outcomes for students.

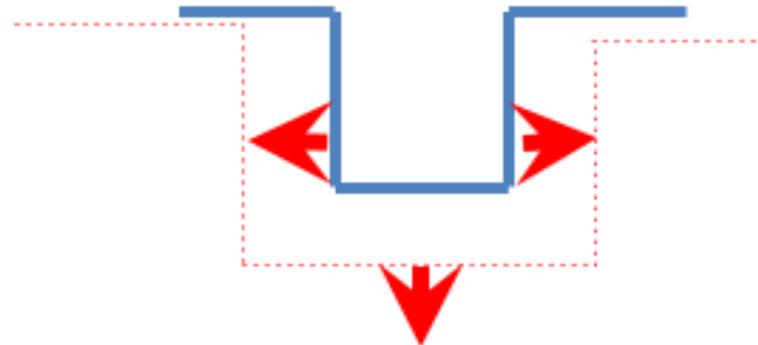
# Adaptive and Technical Challenges

**Technical** Challenges require  
**information**



**Skill-set Shift**

**Adaptive** Challenges require  
**transformation.**



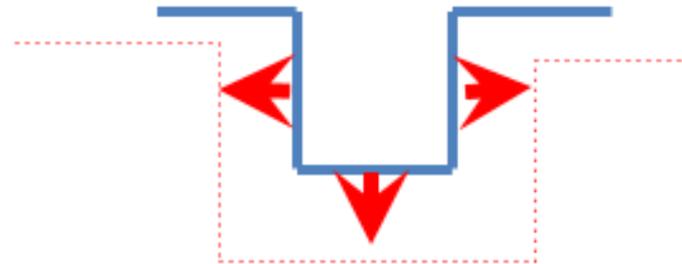
**Mindset Shift**

\* Helfetz, R. and Laurie, D. [The work of leadership](#). *Harvard Business Review*, Dec. 2001.

# Adaptive Challenges

- Involve problems that are complex.
- Have solutions that are not clear or easily arrived at.
- Adaptive Challenges trigger loss
- Require leaders to engage people in order to solve problems.

**Adaptive** Challenges require **trans**formation



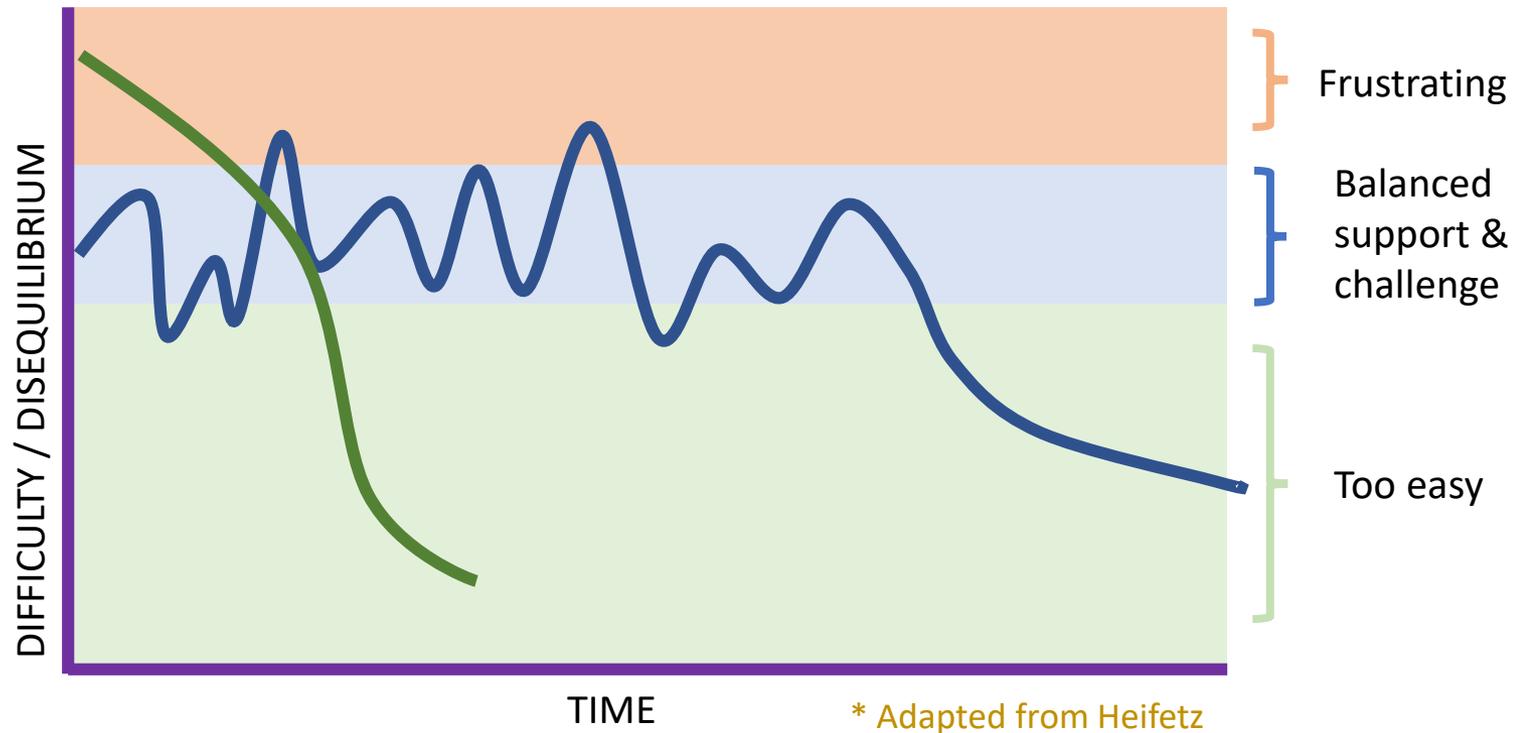
**Mindset Shift**

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# The FCB Model

Facilitative Competency-Based Coaching is an approach to development in which two people work together around an agreed upon set of leadership competencies (skills, knowledge and behaviors). The coach creates an environment in which the leader engages in critical and targeted reflection on his/her practice as it relates to the competencies with the goal of facilitating the paradigm or behavioral shifts necessary for the development of his/her leadership capacity.

# Zone of Productive Disequilibrium



# Why Competencies?

## Competencies...

- Make the work of supporting principals objective not subjective
- Create opportunity for self-assessment
- Identify key areas where leaders need support
- Inform developmental goals and action plans
- Help maintain focus and purpose in coaching conversations
- Strengthen leadership effectiveness to accelerate student learning

# NYCLA Coaching Competencies

## Relationship Building & Learning Context

*Who are we as coaches and education leaders and why are we together?*

- Set parameters for an effective coaching relationship.
- **Establish a foundation for equity.**
- **Nurture an authentic relationship with the education leader.**
- **Learn about the education leader as a person and leader.**
- **Learn about the education leader as a learner.**
- Use a systems approach to examine the education leader's context.

## Establishing Coaching Purpose & Goal Setting

*Where do we need to go?*

- Explore and identify organizational goals.
- Explore and identify leadership goals.
- Support the education leader in envisioning change.
- Develop and reflect on one's development and approach to coaching.

## Fostering Learning & Achieving Results

*How will we get there?*

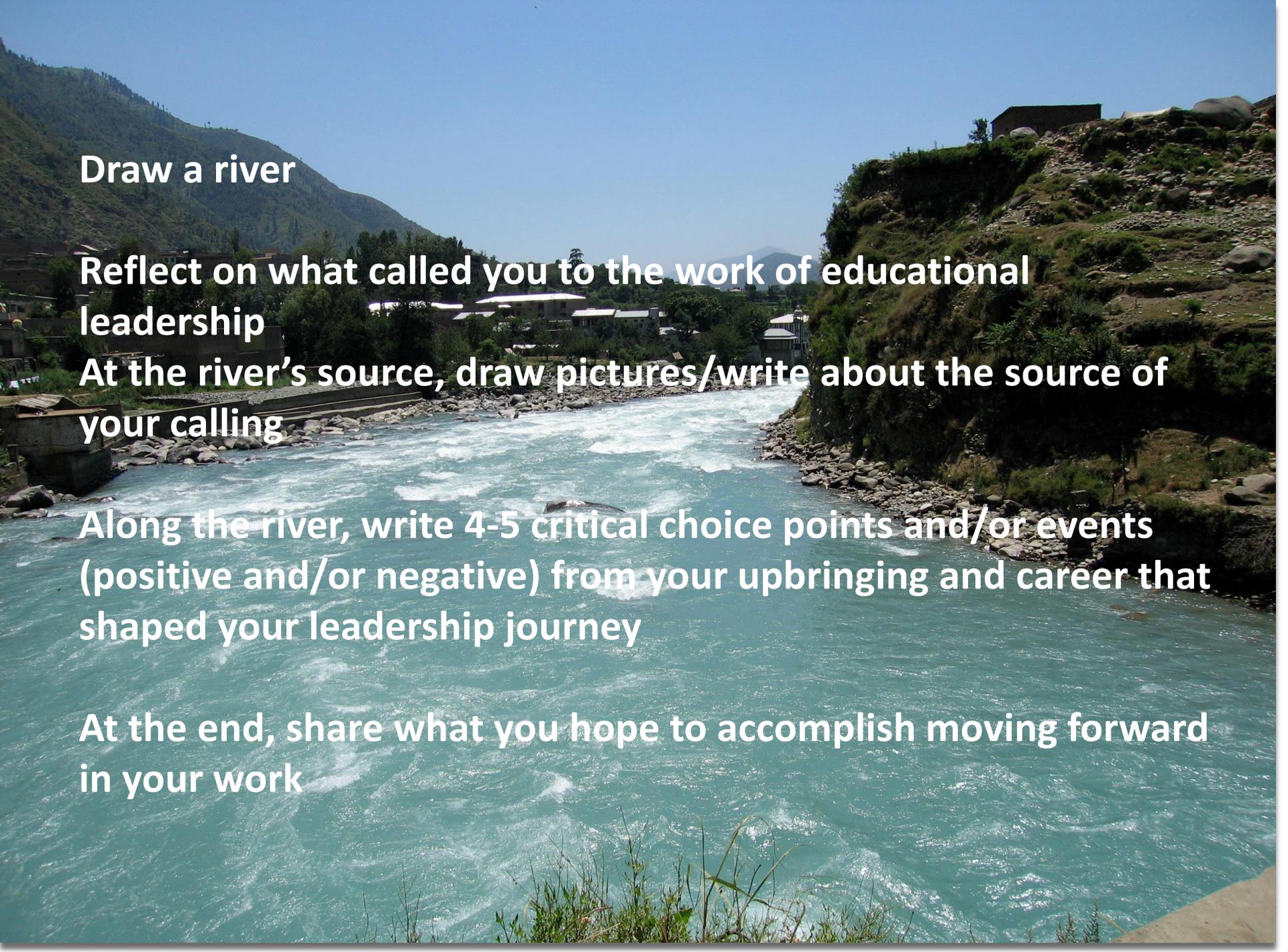
- **Listen deeply and ask questions to understand and support the education leader.**
- Share effective feedback.
- Embody the stance of a coach.
- Facilitate self-directed learning in service of coaching goals.
- Create a holding environment of support and challenge.
- Cultivate and sustain accountability.



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# River of Life

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A scenic view of a river flowing through a valley. The river is a vibrant turquoise color with white rapids. The left bank is a steep, rocky hillside with some buildings and a small structure. The right bank is a steep, rocky hillside with some vegetation and a small building. In the background, there are mountains under a clear blue sky.

**Draw a river**

**Reflect on what called you to the work of educational leadership**

**At the river's source, draw pictures/write about the source of your calling**

**Along the river, write 4-5 critical choice points and/or events (positive and/or negative) from your upbringing and career that shaped your leadership journey**

**At the end, share what you hope to accomplish moving forward in your work**

# River of Life Debrief

- What was the experience of listening like?  
What did you find yourself listening for?
- How did it feel to share your story and to be listened to?

# Mini-Lesson: Mental Models

In what ways do you feel your journey has shaped the way you see the world?

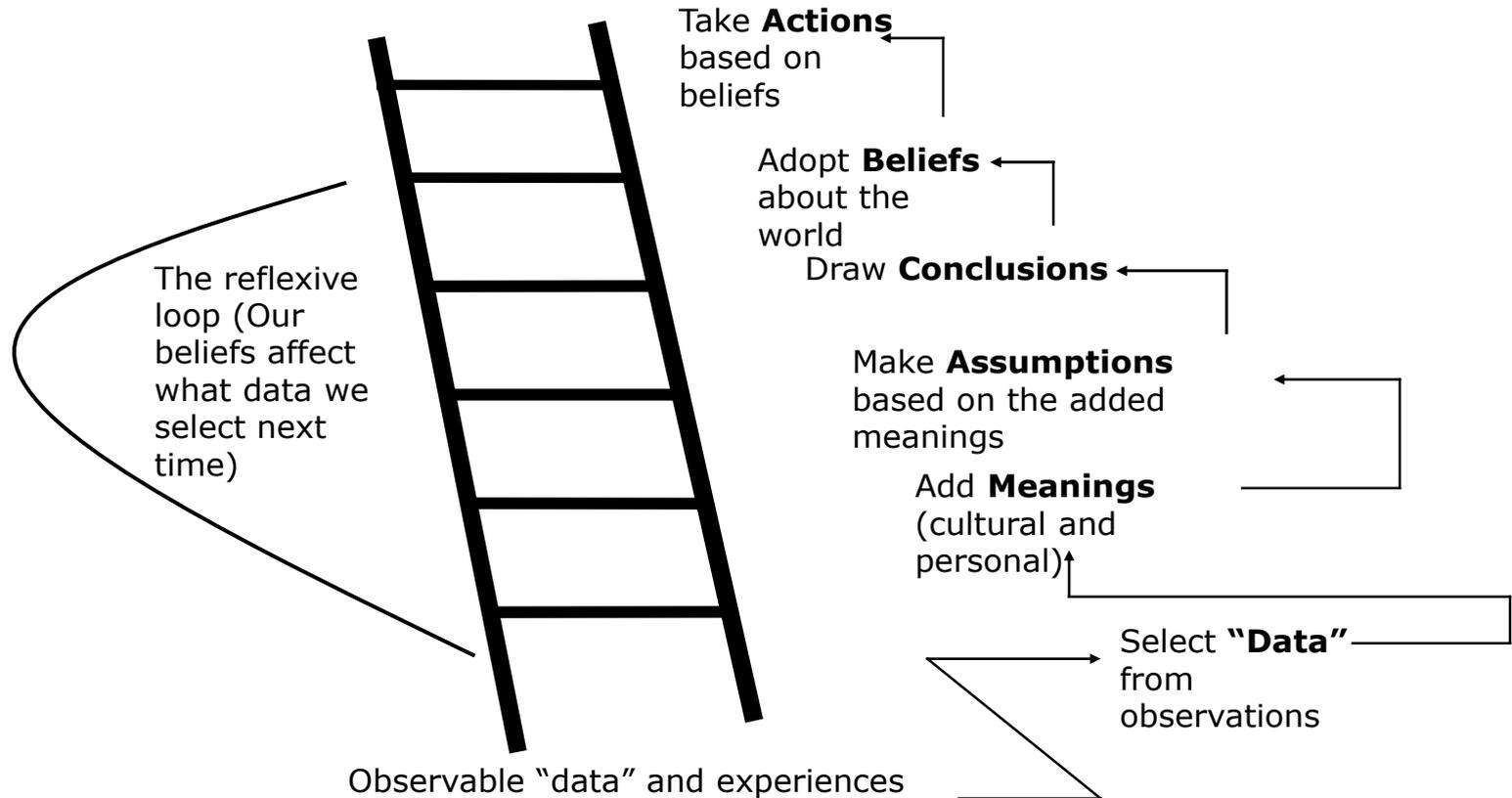
# Mental Models

Mental models are the **images, assumptions, and stories** that we carry in our minds of ourselves, other people, institutions, and every aspect of the world. They may loosely be referred to as our **prejudgments**. They serve as a filter that determines what we actually see and shape how we act. **We quickly add meaning to what we see and draw conclusions.**

When observing the same event, two people will describe it differently because they take in different information and detail - it is because they have different mental models.

# Ladder of Inference

Senge, P., et al. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York, NY: Doubleday/Currency.



# Mental Models



“Decoy” Photographer” <https://www.youtube.com/watch?v=F-TyPfYMDK8&>



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# Coaching Skills: Listening

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# Listening

What are we listening for in coaching?

What signals should we pay attention to?

What are the cues we need to be cognizant of?

# Listening

## Language/Word Choice

- Labels (to describe students): ex. Title 1, At Risk, Low SES, ELL, NCLB, Poverty, Vulnerable, SPED/SWDs
- Framing e.g. hyperbole “This accountability system is totally ridiculous; nobody even understands it!”

## Emotional State

- Tone of voice? Is your coachee stressed? Angry?

## Agency

- Active: ex. “I devised a plan.”
- Passive: ex. “A plan was devised.”
- Individual: ex. “I devised a plan.”
- Plural: ex. “We devised a plan.”
- Emphasis: ex. “We devised a plan.” “We devised a plan.”

# Listening

What information can you listen for that gives you leverage and more information on how your coachee thinks/makes meaning?

What might you listen to/for connected to equity and/or to understand what blind spots or unintended biases might be at play?



“As educators committed to equity, we must be aware of the impact of social threats on our students of color and other stigmatized groups, and actively work to mitigate the effects of institutionalized bias in our schools. We also need to avoid framing social-emotional learning either tacitly or explicitly as an intervention to address the perceived deficits of students of color or students living in poverty.”

-5 Steps for Liberating Public Education From Its Deep Racial Bias by  
LaShawn Route Chatmon and Kathleen Osta in Education Week



# Equity Sim Clips

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# Equity Sim Context

The student body at Hallie Quinn Middle School is predominantly African American as is the surrounding community. The teaching staff is approximately 50% African American and 50% White. At the end of last year, the school was labeled a school in need of turnaround.

Achievement is very low and as principal you are making data analysis more of a priority this year. You are also concerned about the high rate of discipline referrals and the culture of suspensions at the school as more than one third of the boys, most of whom are black, have been suspended at least once.

You are considering a number of approaches to address this including working on student engagement in the classroom and revising the discipline policy.

This week you have had a number of conversations with parents and teachers all related to discipline and student engagement...



# Table Discussion

- What did you hear that might give you some insight as to the meaning making, assumptions and/or beliefs of the teacher in the video?
- What, if anything, have you learned about what is important to her, what she pays attention to, what motivates her, and/or what she is afraid of?



# Table Discussion

- What did you hear that might give you some insight as to the meaning making, assumptions and/or beliefs of the teacher in the video?
- What, if anything, have you learned about what is important to her, what she pays attention to, what motivates her, and/or what she is afraid of?
- If you were coaching this teacher, what questions might you want to ask and why?  
(Chart)



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# Coaching Skills: Questioning

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# *Levels of Conversation*

*adapted from "Coaching the Team at Work" by David Clutterbuck*



Leverage

- **Social dialogue**
- **Technical dialogue**
- **Tactical dialogue**
- **Strategic dialogue**
- **Dialogue for self-insight**
- **Dialogue for behavioral change**

# The Coaching Conversation

*adapted from “Coaching the Team at Work” by David Clutterbuck*

- **Social dialogue** is aimed at building rapport and trust that underpins effective learning relationships.
- **Technical dialogue** helps the coachee understand the systems and process essential to doing the task.
- **Tactical dialogue** helps them work out practical ways to deal with issues they meet at work or in other aspects of their lives – e.g. how to cope with excessive demands on their time from two bosses.
- **Strategic dialogue** takes the process deeper, providing an opportunity to examine the context and big picture behind an issue and developing longer-term solutions.
- **Dialogue for self-insight** changes the focus of conversation from the external environment to the internal. For example it examines how the coachee is contributing to the problems they experience, helps work out what they really want from a set of difficult circumstances and encourages self-belief.
- **Dialogue for behavioral change** builds on these insights to apply both externally and internally focused insights and achieve a structured plan for adapting the coachee to their environment.

# Reflection/Pair Share

Connect Clutterbuck's levels of conversation to your current capacity building or coaching. On what levels do your conversations tend to reside?

# Questioning

## Effective Questions are:

- Authentic
- Purposeful
- Transparent
- Generative
- Forward Facing

## Common Purposes:

- Build Relationship
- Learn Context
- Analyze Strategy, Relationships & Events
- Process & Understand Feelings, Thoughts, Beliefs, and Actions
- Raise Awareness of Mental Models

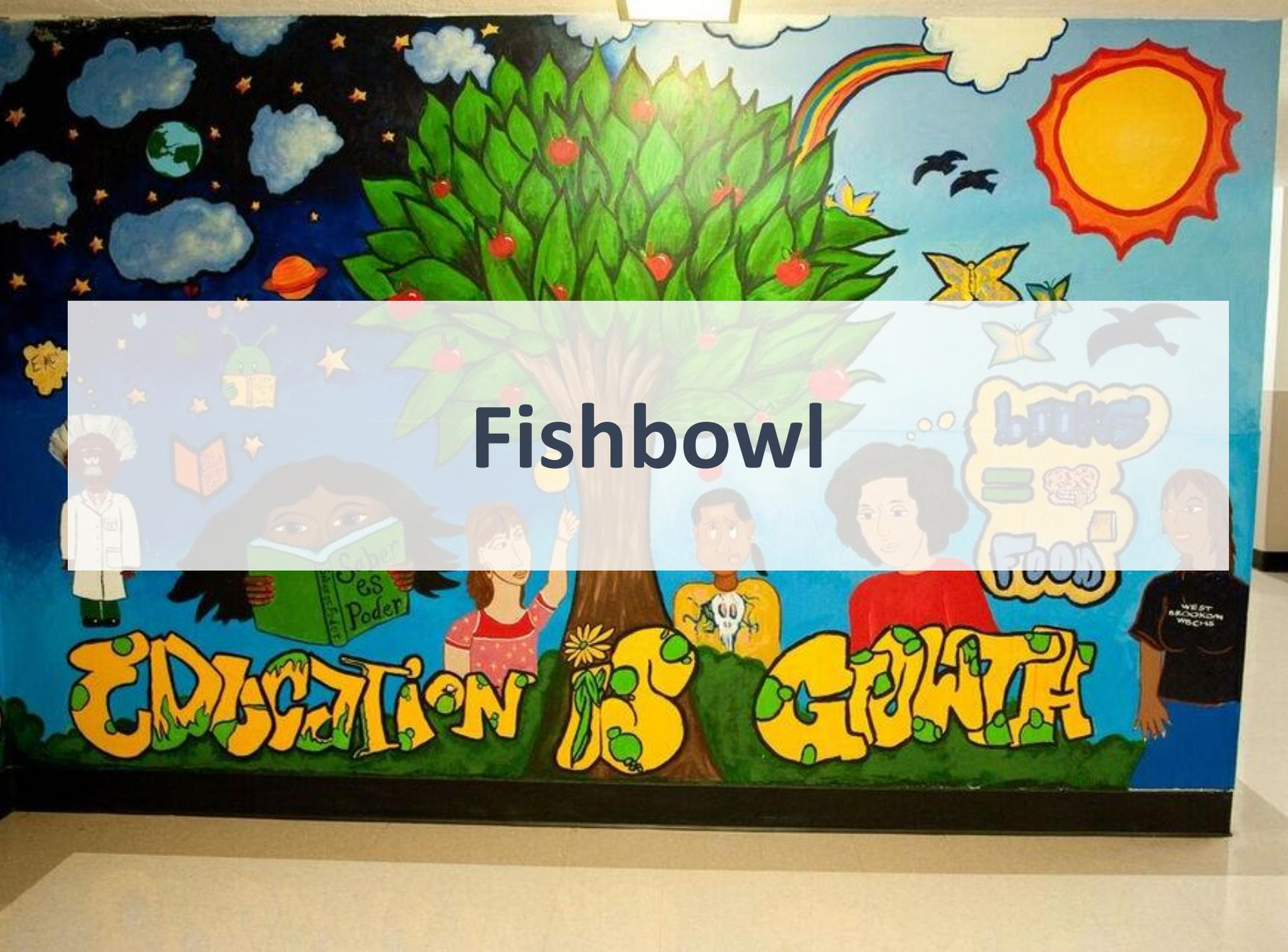
# Reframing the Questions

Let's prepare to coach.

- What would your purpose be?
- On what Clutterbuck level(s) would you want your conversation to reside?

# Fishbowl

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# Coaching Practice Debrief

- Where did you feel successful in your use of questioning?
- Where did you notice your own mental models coming in to play (either in what you asked or what you were listening for?)
- Where in terms of Clutterbuck levels did your conversation ultimately reside? What were you trying to accomplish?

# Application to Your Context

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# Coaching Practice: Application

Identify someone you are coaching or supporting and consider a coaching conversation you want to have with them.

- What will the purpose of your conversation be?
- What questions do you want to ask and why?
- What conditions do you need to create to enable you to engage in this conversation effectively?



# Flamingo Conversations

# Flamingo Conversation

A conversation short enough that you could have it standing on one foot. Can be used to deliver feedback, pose a question, or offer a next step related to an individual's goal.

Use to secure action. Follow up prompts might vbe:

- What should I ask you next time we see each other?
- How will I know you've done this?
- What will I see in two weeks?
- When can I expect to see this?
- When's a good time for a follow-up discussion?

# Help and Link Conversations



# Help and Link

This is when someone comes to you for help thinking something through NOT when they need a decision or some other action from you.

Connect the current situation to the individual's leadership goal and state or elicit generalizations that can be applied going forward.

Consider the using these prompts to follow up:  
What can you learn from this?

What's worth applying to future situations?

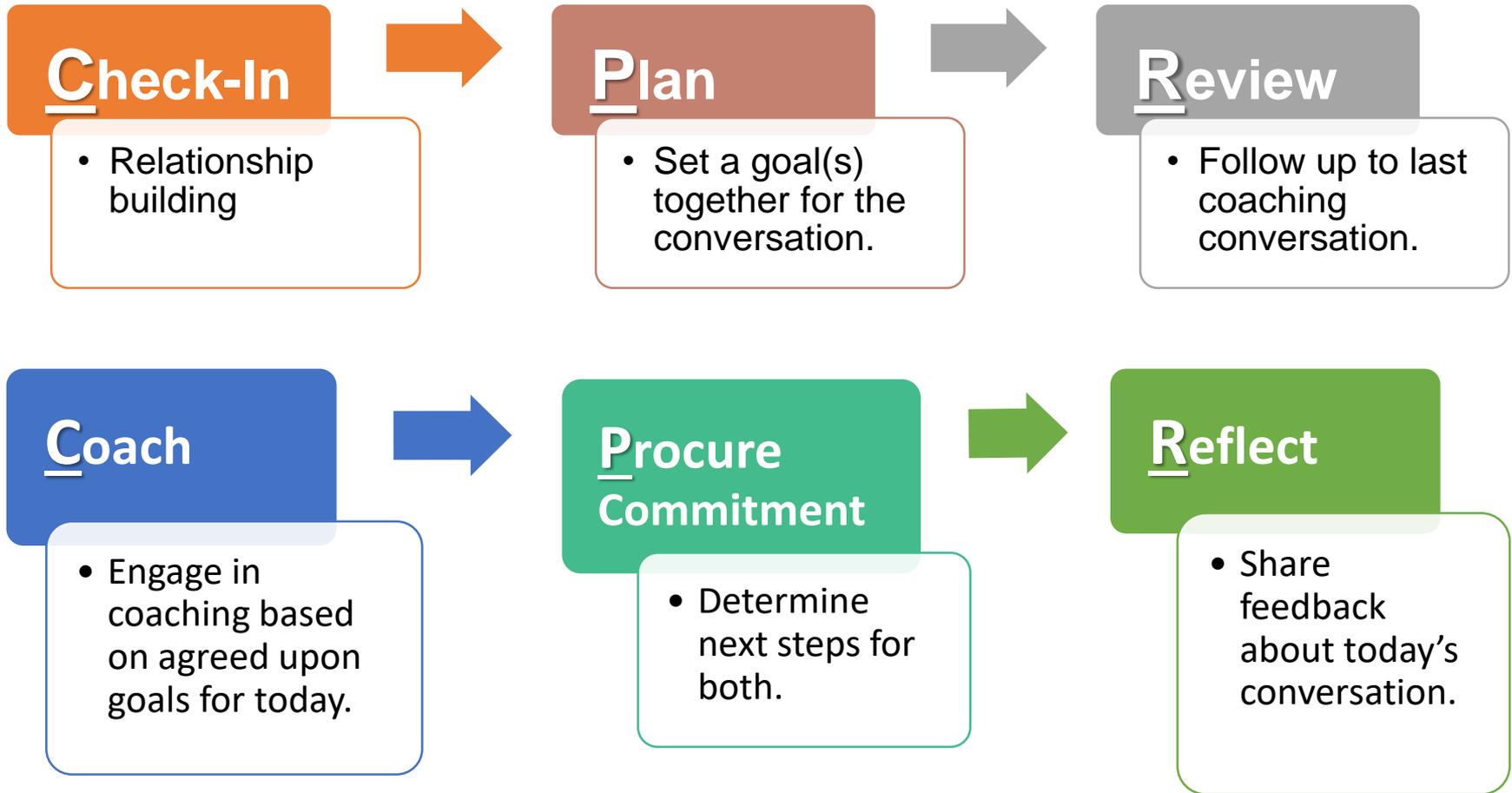
How does this relate to our focus?

Be transparent- share your thinking and your strategy



# Scheduled One-on-Ones

# Coaching Conversations: CPR<sup>2</sup>



# Session Reflection

Individually reflect and write: (5 min.)

- What are some of the opportunities and challenges that this would generate for you?
- What, if anything, would be different about your current leadership practice?

# Plus/Delta

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