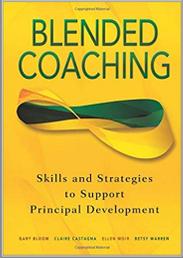


Blended Coaching

- Overview and Discussion of DASL Blended Coaching Conference
- Dr. Jimmy Zoll University Of North Georgia
- Carmen Havrilla iLEAD Program Coordinator
- #GaPSCDrive-In19



Your experience

- Discuss with your neighbor a time when a coach was particularly helpful for you.



Why coaching?

- 5. EPP Responsibility for Mentor and Leader Coach Training and Monitoring

Mentoring, coaching, and support are essential components of leadership preparation and essential for the success of candidates, as well as the program. EPPs are responsible for recruiting, training, and monitoring the performance of mentors and coaches who serve on Candidate Support Teams. Literature supports the importance of mentoring and coaching relationships in preparing successful, confident leaders and in making meaningful contributions to leadership preparation programs.



What is coaching

- The coach is a different observer of the client and the context
- The coach's purpose is to support a client in clarifying and pursuing goals
- The relationship is based on trust and permission
- Problems are valued as learning opportunities
- The coach's fundamental commitment is to professional performance and student success, and the coach will appropriately support and push the client to that end

Coaching Defined

"A coach is someone who (1) sees what others may not see through the high quality of his or her attention or listening, (2) is in the position to step back (or invite participants to step back) from the situation so that they have enough distance from it to get some perspective,(3) helps people to see the difference between their intentions and their thinking or actions, and (4) helps people to cut through patterns of illusion and self-deception caused by defensive thinking and behavior,"

- Robert Hargrove

Coach v. Mentor

- Coaching is more formal than mentoring
 - selection process
 - accountability
 - goal-driven systems
- Coaches are trained and compensated for their role
- Coaching is a primary job responsibility
- Mentors are often more senior in their roles, coaches need not be
- Mentors are often insiders; coaches are often outsiders

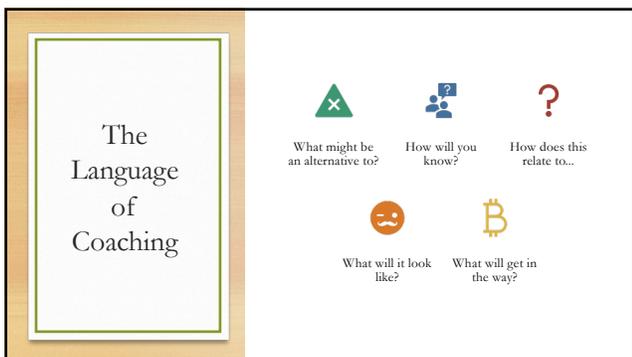


WAYS OF DOING	WAYS OF BEING
Writing a parent newsletter	Embracing and utilizing parent involvement and voice
Building a weekly time schedule to maximize classroom observation time	Examining all decisions through the lens of impact upon instruction
Identifying areas of strength and weakness in grade-level data	Acknowledging areas of weakness in one's own classroom and inviting feedback from colleagues
Developing and delivering lessons differentiated to meet student needs	Believing in the potential of every child and passionately holding high expectations

Ways of being/doing

- ### Basic Moves of Coaching
- Listening well and provoking reflection through
- Paraphrasing
 - Clarifying
 - Interpreting

- ### Barriers to Effective Listening
- Internal distractions (daydreaming, mental tangents, rebuttals)
 - Emotional reactions
 - Biases and judgments
 - Semantic misunderstandings
 - External distractions (interruptions, time pressures, multi-tasking)
 - Physical barriers (time of day, fatigue, low energy)
- From Barley-Allen, Madelyn (1995) Listening: The Forgotten Skill. New York: John Wiley & Sons, Inc.



Types of Coaching: Facilitative

Facilitative Coaching: is a non-judgemental fundamental coaching strategy that takes a constructivist approach.

Goal: To engage in a coaching conversation that is to produce changes in the coachee's cognition; her/his way of thinking and being.

Role of the Coach:

- To provoke the coachee to arrive at new learning by examining and interpreting data
- To lead the coachee through conversations that allows the coachee to clarify her/his own thinking, observations and possibilities.

Types of Coaching: Instructional

Instructional coaching is most appropriate when:

- The coachee benefits from professional knowledge, resources, or direction.
- The coachee does not possess the knowledge or internal resources required for action.
- Needs are simple and operational.
- Time is of the essence: immediate changes in action are essential

Types of Coaching: Consultative

-  Consultative coaching is most appropriate when:
-  The coach possesses resources or expertise that will address coachee needs
-  The coachee is seeking expert counsel around specific issues
-  Issues at hand are technical in nature

Listening for Coachee's Narratives/Assessments/Assertions

Narratives

- The stories we tell ourselves to make sense of the world
- The stories we create to manipulate others
- Our narratives may or may not help us to achieve our goals
- A coach listens for narratives, questions them, posits other possibilities

Narrative Examples

If we expect kids to be losers, they will be losers; if we expect them to be winners, they will be winners. They rise or fall to the level of the expectations of those around them, especially their parents and their teachers. *Jaimé Esalante*

Teacher expectations (The Pygmalion/Rosenthal Effect) are one of the best and longest documented influences on student achievement.

I don't always drink beer, but when I do I prefer *Das Equis*

Assessments

- Are not true or false; are often judgmental
- If valid, are grounded in assertions
- Reside in the speaker
- Are declarations; they change reality, they predict the future

EXAMPLES

- "It is hot in this room."
- "Susana is smart."
- "Parents here just don't want to get involved."
- "John has low expectations of his students."

Assertions

- Are true or false
 - Are tied to a culturally agreed upon standard
 - Reside outside of the speaker
 - Describe evidence (vs. opinion); a witness could concur
- EXAMPLES**
- "It is 72° in this room,"
 - "Susana scored 100 points on the exam."
 - "25% of our parents attended our Back To School Night meeting."
 - "John lets students turn work in late."

Grounding Assessments with Assertions

Assessments	Assertions
"I have good communications skills."	
"Technology is an effective tool for teaching kids."	
"Our PLC is doing a great job."	
"The staff doesn't support this decision."	

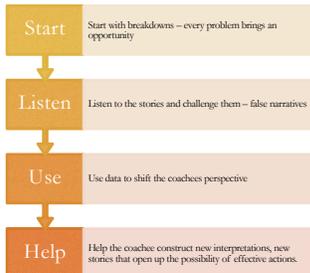
Types of Coaching: Transformational

"The ultimate goal of the coaching process in triple loop learning and personal transformation. We hope to support the emergence of self-actualized leaders who have built internal capacity—self-reflective practitioners that take responsibility for their own professional learning" p.89

Types of Coaching: Transformational

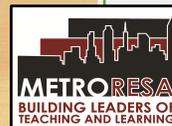
- Single Loop:** Jack avoids dealing the school budget. He believes he is "bad at math" and that the budget is "not about instruction."
- Double Loop:** Jack reviews budget with secretary
- Triple Loop:** Jack holds monthly budget reviews and an annual plan. He shares with local council and staff
- Bitcoin:** Triple Loop. Jack develops a deep understanding of alumni resources with the vison. He asks difficult questions and develops plans for evaluation and allocation of funds. The budget no longer intimidates him.

Steps in Transformational coaching



Metro RESA Alternative Certification Program in Educational Leadership (and Blended Coaching)

iLEAD Program Coordinator
Carmen Havrilla
Carmen.Havrilla@mresa.org



Alternative Certification Preparation Program in Educational Leadership (iLEAD) Tier I and Tier II

- Metropolitan RESA- serves 12 metro school districts and approximately 43% of all students in Georgia
- Blended Coaching- originally planned for use with Tier II candidates (principals and principal supervisors)
- Summer 2019- we did not have Tier II candidates
- Blended Coaching- would be just as beneficial enhancing the work of our Field Supervisors working with Tier I candidates (school and district leaders)
- Summer 2019- 70 total Tier I candidates; Cohorts 6 and 7



Start with WHY

Who are our Tier I candidates?

Employed in a school or district leadership position (assistant principals, assistant administrators, district consultants, coordinators, supervisors)

Who are our Field Supervisors?

Recently retired school principals

WHY would Blended Coaching add value to the iLEAD Program?

- Field Supervisors were spending most of their time on program requirements, monitoring progression, and **compliance**
- The **dynamics of the relationship** between an experienced, older retired principal and an inexperienced, younger administrator was pre-disposed to "imparting knowledge and quick solutions"
- Blended coaching emphasizes the skills, strategies and tools needed for **leadership coaching**



Our Purpose for the Summit

- To utilize our collective expertise as we examine program data and make decisions for improvement based on the data

AND

- To enhance our professional learning so we can continually improve the services we provide our candidates

Meeting the Challenges of Today's School Leaders

• Professional Knowledge and Skills

ISLLC Standards list **93** and GEL Standards list **88** performances for which a school administrator should be held responsible

• Emotional Intelligence

Supervising adults, living in the spotlight, letting go of emotional responses to problems, letting go of control, accepting the job is never finished, self-care

• Cultural Proficiencies

Leaders must navigate diverse cultures and emotional landscapes, be good listeners, keen observers, and mediate their own prejudices and communications

“The power of coaching is tied to how we know adults learn”



- Skills
- Strategies
- Tools

iLEAD- The Supervisor and the Coach

We have always supervised:

- During the Candidate Support Team meetings
- Monitor, assess, document candidate performances and progress

We have always coached:

- During Observations
- Pre/Post Conferences
- Driven by Targets for Learning

Metro RESA iLEAD Handbook
Appendix 11

Leader Keys (LKES) Targets for Learning Self-Assessment

This document is used as a tool for guiding decisions regarding the level of learning and/or performance for each of the LKES standards. Candidates are introduced to the tool in the Essentials class and review it throughout the program. The candidate will complete a self-assessment of each Target for Learning prior to each of the three Candidate Support Team meetings and share the results of the assessment with the team during the meeting. Results will be used to determine individual induction plan early goals and the strategies/activities that will be a part of the candidate's iLEAD program to support his/her growth as a leader. The candidate will complete the self-assessment by making careful notes for each Target using the following codes: 1 to demonstrate level of initial CS meeting, 2 for the mid program formative self-assessment, and 3 for the final self-assessment. The candidate will upload the completed self-assessment to the e-portfolio for Standard 1/ Professionalism.

Candidate: _____ Date: _____

Standard 1 - Instructional Leadership:
Fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

Area for Growth	Knowledge	Implement	Demonstrate
a. Articulate a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.			
b. Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school/district effectiveness.			
c. Uses student achievement data to determine school/district effectiveness and directs school/district staff to actively analyze data for improving results.			
d. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.			
e. Assesses knowledge of and directs school/district staff to implement research-based instructional best practices in the classroom.			
f. Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.			
g. Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.			
h. Provides the focus for continued learning of all members			

Appendix 4

Metro RESA iLEAD Supervisor or iLEAD Mentor Pre/Post Observation Conference Form

This is a required form to document the observations of the candidate by the mentor and the iLEAD supervisor. It should be used to support the coaching cycle with a pre-observation conference and post-observation conference. A copy of this document must be uploaded to the e-portfolio for each observation (minimum of 4 observations by the iLEAD supervisor and 6 by the mentor).

Candidate: _____ Observer: _____

Activity, Task, Performance Observed: _____

Date of Observation: _____

PRE-OBSERVATION CONFERENCE	POST-OBSERVATION CONFERENCE
Date: _____ Time: _____	Date: _____ Time: _____
Notes: (Note specific focuses/Learning Targets as requested by the candidate)	Results: (Including strengths and areas leading to next performance goals/Learning Targets)
Recommendations:	Next Steps:

Early Impact



More balance between:

- Facilitative Coaching
- Instructional Coaching
- Collaborative Coaching
- Consultative Coaching
- Transformational Coaching

Moving Forward...



- Supervisors have reported feeling more validated for their expertise and are participating in optional training sessions
- We continue to integrate Blended Coaching into supervisor sessions- growing the role of the supervisor beyond monitoring, assessing and compliance
- Our candidates should benefit from Blended Coaching designed to grow them as leaders in ways of DOING and ways of BEING



Blended Coaching

iLEAD Advisory Council
and
Metro Districts' Leadership Development Job-Alike

On Being A Bold Coach

- Time is short, opportunities are limited
- Students suffer when poor performance goes unaddressed
- Your coachee suffers when poor performance goes unaddressed
- Your relationship with your coach will be strengthened through your boldness

Discussion

All slides provided by
DASL Coaching
Conference June
2019 Macon, GA

-  What protocols are you using at your site for coaching?
-  Question and Answer
-  Other Resources:
<https://www.gaspe.org/Document/4112F51E-07C7-4317-9A4B-516334A44018/Key%20Take%20Notes>
-  <https://www.espe.com/Commission/Media/Docs/Program%20Book>