



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

COACHING DONE WELL: ONLINE AND ON SITE

Do something bigger altogether

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Advance Organizer



Peer
Observation
of Best
Practices



Group
Coaching



One-on-
One
Coaching

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The Power of Coaching Done Well

- Atul Gawande said it best in a 2011 article that appeared in *The New Yorker*:
 - “No matter how well trained people are, few can sustain their best performance on their own. That’s where coaching comes in” (p.1). “Coaching **done well** may be the most effective intervention designed for human performance.” (p.9 as cited in Marzano & Simms, 2013)
 - Atul Gawande: The Difference Between Coaching and Teaching (49:00-54:00)
<http://www.youtube.com/watch?v=VabtGPVVihA#t=2342>

Coaching Done Well: In a Nutshell

- Institutionalizes a “culture of improvement”.
- Adopts a coaching, rather than a teaching model.
- Provides expert eyes and ears.
- Accounts for conditions of complexity.
- Task analyzes components of effective instruction.
- Focuses on teaching and learning.
- Fosters reflection.
- Employs “pit crews”, not “cowboys”.
- Incorporates deliberate practice.
- Values humility, discipline, and teamwork.
- Provides a North Star.
- Aims to change lives!

Coaching Done Well: Pulling Apart and Supporting Practice

- The four essential components of deliberate practice.
 - **Must be motivated** to attend to the task and **exert effort to improve performance** – *intentional*.
 - The design of the task should **take into account pre-existing knowledge** so that the task can be correctly understood after a brief period of instruction – *designed for skill level*.
 - Should receive **immediate informative feedback** and knowledge of results of your performance – *combined with immediate feedback*.
 - Should **repeatedly perform the same or similar tasks** – *repetitious*.

(K. Anders Ericsson)

Coaching in the classroom **done well** requires:

- **Knowledge & Expertise**
 - Curriculum, content, and pedagogy
 - Motivation and adult learning
 - School culture and dynamics
- **Interpersonal Skill**
 - Communicating and resolving conflict
 - Prioritizing and negotiating
 - Problem solving and decision making
- **Technical Skill**
 - Planning and assessing
 - Observing and collecting data
 - Providing immediate and delayed feedback
 - Using 1:1 coaching, group coaching, and peer observation of best practice

Coaching done well in the classroom involves:

- The process of supporting teachers while they analyze curriculum and content, determine the most effective academic and behavioral approaches, and plan to maximize students' responses so that performance improves (Joyce and Showers, 1980).
- Within the coaching process, our focus is on the technical skill of providing **opportunities for deliberate practice**:
 - **One-on-One Coaching**
 - **Group Coaching**
 - **Peer Observation of Best Practices**

One-on-One Coaching



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One-on-One Coaching in Action



A coach and a teacher (or co-teachers) arrange a session or series of sessions in which the coach observes classroom instruction and provides feedback based on jointly constructed performance goals.

One-on-One Coaching in Action

<https://videos/teaching-coaching-mowww.teachingchannel.orgdels> (3:11-4:50)

<http://www.youtube.com/watch?v=stRSm dX661Y> (:57-1:43 and 1:47-2:50)

One-on-One Coaching

- Provides a teacher or co-teachers with individualized support.
- Helps a teacher or co-teachers gain better understanding of classroom teaching and how it impacts student performance.
- Increases self-awareness of classroom practices.
- Increases understanding of how classroom practices impact the school environment.

(Dunn, 2009; Ostrowski, 2012)

Group Coaching



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Group Coaching

“Group coaching links professionals together to make their work more effective. This coaching opportunity may be formal or informal and could include peers with a common interest or people from different organizations who want to collaborate to increase effectiveness.”

<http://www.ccl.org/leadership/coaching/group.aspx>

Group Coaching in Action

Critical Friends Groups (CFG's)

- Tuning Protocol: Fine Tuning Our Classroom Practice with Presenting Teacher Donn Cushing
<https://www.youtube.com/watch?v=OnI5MMLC5MA>
- Critical Friends Group Part 1
<https://www.youtube.com/watch?v=OnI5MMLC5MA>
(1:29 , 2:52)
- Critical Friends Group Part 2
http://www.youtube.com/watch?v=gM_ytIwWmrg
(2:34)
- For training information on CFG protocol (www.nsrffharmony.org)

Group Coaching in Action

Often group coaching is carried out through **Critical Friends Groups** (CFG's).

What is a CFG?

- CFG's are practitioner driven groups that may be comprised of teachers, coaches, support personnel, and/or administrators across or within grade level or disciplines. Participants in CFG's can be located across the hall, district, state, country, or globe.

Group Coaching in Action

What is the CFG Protocol?

- A teacher or co-teacher(s) presents student work (or behavior) and poses essential questions to the group. Group members take turns questioning and forming hypotheses about the learning or behavioral issue at hand.
- The goal of CFG is to generate a cycle of reflection, action, and feedback that results in improved student and teacher performance. (see Bambino, 2002; Franzak, 2004)

Group Coaching in Action

Instructional Grand Rounds

- Administrators and staff observe classrooms @ high school using a Medical Rounds Process
<http://youtu.be/qD2Yes0Ulu4>
- Collaborating to improve instruction: instructional rounds
<http://youtu.be/uQsPYyvDd3s>
(1:31-6:45)
- Dr. David Livingston: instructional rounds
<http://youtu.be/apjU-mdrLVc>

Group Coaching in Action

Another variation of group coaching is called **Grand Rounds or Instructional Rounds**.

What are Grand or Instructional Rounds?

Like CFG's, "Rounds" are practitioner driven groups that may be comprised of teachers, coaches, support personnel, and/or administrators across or within grade levels or disciplines. The groups may be comprised of practitioners located across the hall, district, state, country, or globe.

Group coaching in Action

What is the Grand or Instructional Rounds Protocol?

- Grand or instructional rounds originated in medical schools as a way to help physicians learn and hone their knowledge and skills. In schools, “rounds” are used to improve collective teaching practice. Rounds are inquiry based. Typically, a teacher or co-teacher(s) brings a “problem of practice” to his or her network. Members of the network observe and offer strategies to accelerate improvement. The process is analytical. Everyone is expected to learn from one another (see City, 2011).
- The goal of “rounding” is *not* to fix teachers. Instead, it is to “understand what’s happening in classrooms and hold one another accountable” (p. 37). The ultimate aim is to generate solutions collaboratively based on evidence-based practices that result in improved student and teacher performance (see City, 2011).

Peer Observation of Best Practice



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Peer Observation of Best Practice

- A teacher (or co-teachers) and the coach arrange an observation (or series of observations), based on goals, of a peer (or peers) who use the targeted best practices in the classroom. The practices may be in literacy, math, social studies, science, as well as in co-teaching, positive behavioral interventions, and supports, or learning strategies.

Peer Observation of Best Practice

- Unlike the 1:1 variation, this one allows teachers to see other teachers put strategies into action. In other words, “peer observation of best practice” provides teachers or co-teachers with an opportunity to observe real world models.

(see Hendry & Oliver, 2012)

Peer Observation of Best Practice in Action

- **Peer Observation with Bayley - Primary Talk and Success Criteria**

http://www.youtube.com/watch?v=1v2QbW3_Ai4

(1:36 to 3:00 and 12:02 to 13:37)

- **Peer Observation - Learning and Teaching and Whole-School Improvement.**

http://www.youtube.com/watch?v=tGexVpwVM_U

(first 3 minutes)

Peer Observation of Best Practice in Action

- **TIP:** If real world models are difficult to find, opt instead for video examples of the desired practice. Many are available free of charge online. YouTube (www.youtube.com) and TeacherTube (www.teachertube.com) are great sites to search for useful examples and non examples of effective instruction and positive behavior interventions and supports (PBIS) across grade levels.

Peer Observation of Best Practice

- **Why bother with this approach?**
 - Benefits of peer observation include improving teaching practice, developing confidence, transforming educational perspectives (Bell, 2005), and developing collegiality (Quinlan & Akerlind, 2000).
 - Tutors who observed a peer teaching intended to change their teaching practices as a result of the observation (Bell & Mladenovic, 2008).
- **Be mindful, however, that:**
 - Peer observation of best practice should not be stand-alone, rather it should be included in a holistic approach that also provides opportunities for feedback and reflection (Bell & Mladenovic, 2008).

Differentiating Use

When should 1:1 coaching, group coaching, and peer observation be used?

- General rule of thumb:1:1: Learning new content, strategies, interventions, etc.
- Group: Fine tuning content, strategies, interventions, etc.
- Peer observation of best practice should be included in 1:1 and group coaching.
- Early, mid career, and veteran teachers benefit from all of the above!

What are the Critical Components?

- **All variations include:**
- SMART goal setting, monitoring, and evaluation
- Modeling and guided practice
- Immediate and/or delayed feedback
- Data collection and use (planning and performance)
- Planning and implementation (action)
- Structured protocol (i.e., before, during, and after)
- Weekly, bi-weekly, or monthly interactions

Lower Cost \$ Tech Options

Online

□ BIE Components

1. Existing PC or Mac platform– laptop or desktop computer
2. Bluetooth ear piece - \$50.00 (\$)
3. Bluetooth adapter (if needed) - \$19.00 (\$)
4. Webcam (exterior, wide angle capability if needed) - \$45.00 (\$)
1. Skype or another video call or chat platform - \$00.00 (Free) (\$)

**Total = \$114 to \$137*

□ Online Video Chat or Conferencing Platform:

www.skype.com/, www.oovoo.com/
www.webex.com, www.gotomeeting.com

On-Site

Motorola Two-Way Radios
Model T4500 (\$25) + Single
Earbud Microphone System (\$50)

- **\$** Cost - \$75 per unit + batteries. For more information go to:

<http://www.buytwowayradios.com/products/motorola/motorola-t4500-2.aspx>

Higher Cost \$\$\$\$ Tech Options

Online

- IRIS Connect \$\$\$\$
- <http://www.irisconnect.co.uk/view-online-demo>
- thereNow \$\$\$\$
- www.therenow.net

On-Site

Williams Sound Personal FM System 350E

- \$\$\$\$ Cost - \$677 per unit. For more information go to:

<http://www.williamssound.com>

Why bother with coaching well?

- In a nutshell...
 - ▣ **Traditional PD without coaching = 0.0 ES**, which means **NO IMPACT** (i.e., little to no transfer to real world practice).
 - ▣ **With coaching = 1.42 ES**, which means **LARGE IMPACT** (i.e., high transfer to real world practice).

(See Joyce & Showers, 2002)



Thank you for your time. 😊
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