

The Art of Coaching

Elena Aguilar

www.elenaaguilar.com

- All documents are also on her website! And more!
- Double Bubble map of DLC and Curriculum Coach responsibilities, and overlapping responsibilities. Model what we are expecting from teachers
- We are the **change agents** AND **communication agents**
 - Make sure we talk with our administrators about our trainings.
 - Have meetings with your admin and other coach, as a team to communicate direction after trainings. Make sure everyone is there!
 - As DLC's understanding instructional/curriculum goals
- **Coaching Invitations** (apply similar ideas to working with teachers)-
 - Take care of yourself. (bathroom, stretching, etc.)
 - Engage fully (as fully as you can).
 - Take risks (be a vulnerable learner). -feel like this is a biggie as we coach teachers on tech
 - Be mindful of other learners. (everyone learns differently) Create a safe space for learning...for all learners.
- Intentions- They "prime the mind to choose activities that allow us to fulfill our intentions."
 - take risks, new ideas, get to know a new coach- set goals for the day to get the most out of it, to be open today.
- **Core Values** http://media.wix.com/ugd/a50171_eac0ed4ac16b4f80935eb033bfa4f02d.pdf
 - values vs. beliefs (beliefs can change)
 - Do activity with staff to get to know others. Know where you and staff members stand. Get insight to who they are and how they work. Can always go back to their core values.
 - What do I want to stand for? What do I want to be?
- **Transformational Coaching**
- **Role Play: Things/Phrases We Notice**
 - Scenario: Teacher who has been teaching many years, very passionate, believes everything she does is for the kids, set in her ways- doesn't want to implement new strategies
 - Thanks for taking the time to meet with me
 - Compassion
 - set goals for the talk- "i'm hoping to talk about..."
 - Everything keeps getting piled on
 - sympathy- it's amazing that at the beginning of the year ... (lost back part)

- I know you're really overwhelmed, so how about we start with 20 minutes today? How does that sound?
- she said thank you.
- I know how committed you are to students and teaching
- Thank you for inviting me to demo in your classroom
- My role is to help you build your teaching practice and build your skills
- Student focused- not teacher focused- want what's best for the students
- Help me understand what you learn when you do a demo- you show me what the district wants
- What do you get out of me coming in?
- That is great feedback for me.
- Would you like to focus on students who are struggling? You can pay attention to who is struggling.
- As you just said.....
- You identified what you were focused on last year.
- When I come in with demos, my hope as a coach is that you can get some new ideas that you can integrate
- Last year when I came in, I tried to model some new strategies- I was wondering- maybe I wasn't as explicit enough- I was hoping that when I modeled, and that you would try it out- but when I came in to observe I didn't see that- can you elaborate on that
- Tell me more about that...
- Takes fault
- You're already having success...let's build upon that. Let's try new strategies
- You say that you have seen strategies that are working
- Tell me a little bit more about their needs
- I want to capture those words (write down her ideas)
- You have articulated a vision for your classroom
- I hear that you are open to learning because you said I don't know how to do that- very courageous to be open to learning
- Tell me about one student who you really want to meet their needs
- Student- medical issues, just started to see some growth, but want to see more,
- Coach- writes some things down, partnering with others to meet needs
- Coach- I also hear that you want to make academic growth and connect with the community
- Tell me what you appreciate about the student
- T- ability to persevere through pain and not giving up
- Coach acknowledges strength of student
- I'm wondering if you can imagine Juan as 18 graduated from high school and walk the stage, how would you like him to remember his 4th grade year
- T-I would like him to remember me as a compassionate teacher and somebody who has helped him become who he is

- In order for him to accomplish that- what kind of skills will he need in 4th grade? T responds- reading at grade level
- No other area for college and career readiness
- Do you recall the demo that we did last year on reading comprehension with nonfiction text- Let's go back to those and see how we can incorporate those into your instruction this week
- We are halfway there because you already saw the demo last year
- We can look at this our lesson plans- instead of talking about it, let's just try it
- You are so willing and open- I appreciate this
- Establish a purpose in doing demos- what will the teacher learn/take away from the demo
- We need to help teachers guide their observation of my demo...set the purpose so teachers don't run away to make copies and/or tune out because there is so much - how can you scaffold to continue the learning process and practical application in her classroom
 - i.e., Look for how students are using _____ to support their learning
 - I'm coming in here to do _____. Is that what you're expecting?

"You are so willing and open, I appreciate this" she says authentically because buried under all the sediments there is a commitment to students deep down inside.

- We need to scaffold for adult learners as we do for students give them that scaffolding
- Building on the teachers core values
- **Good Coaching Strategies**- build on what's there (everyone has strengths)
 - Might have to look for strengths- just like students
 - Unearth their strengths
 - Validate them by capturing their words and using them -entry points
 - Look for what teachers are already doing as a way to get into
 - Look for entry points (of strength)
 - Look for something that is about 90% there and build on that
 - Strategy- focus on one student- not the most number of challenges, but one that is struggling and your heart is already soft for
 - Strategies for "Juan" that will work for others
 - Insert belief- He WILL graduate. How can we help make that happen.
 - Backwards plan for Juan (assuming that he will graduate) and plan for that
 - Don't get into debate/Avoid I agree/disagree
 - When I see instruction that will not serve all children- then we do need to have a conversation
 - Didn't defend strategies, kept personal feelings out of it. "Let's revisit those strategies"
 - There are things going on that will not **serve all children**.
 - Don't take it personal- "Can you help me understand....what didn't work for you (demo)"

- What do you mean “the district” we ARE ALL “the district”
- Help people reach the vision they see of themselves
- How would you define coaching?
 - Relationship building and building upon strengths to help teachers grow
 - Motivating- Help someone improve their craft
 - Define what coaching means for you (me)- and make it explicit to the staff



- **Definition: Coaching is a form of professional development with someone who willingly engages in reflection and learning.**
- Keeping in mind our shared goal of doing what we do is for all our students
- What's your understanding of my role- let's revisit that
- Outcome- Coaching results in reflective practitioners who make decisions that further the learning and achievement of ALL STUDENTS, EVERY DAY

Talk with teachers about their being. How teachers are showing up. Fake it till you make it (BECOME it: Watch [Amy Purdy Ted talk](#)

- **Have conversation with teachers about their BELIEFS on technology and its role in supporting student learning. Acknowledge beliefs, build upon them.**
 - “Do you feel like this is something you can learn?”
 - These are skills. How would you like your students to see you when using technology?”

Transformational Coaching (Combines)

- Coach's attention to OWN transformation
- Coaching of an individual's behavior, beliefs, and being
- Coaching for institutional systemic transformation
- It's about empowering others

To create

- Transformational coaching
- Technology- These are just skills. (Be provocative)- Do you think you can learn it?

3 steps to Transformational Coaching Conversation

- 1) **LISTENING**
- 2) **THINK** about what you are hearing
- 3) **Respond**

Listening to our own Listening-

- What do you know about yourself as a listener?
- Coaching the Core of it is- empowering someone else
- Where does your mind go when someone is talking?

- [Active listening Sentence Stems](#)- Accountability- that you have heard a listener. The parts at the end of the stems are really important (Is that correct? Am I missing anything?)
 - Beliefs start shifting when the listener paraphrases.
 - Shift from MY responsibility to fix something to OUR work together
 - Active listening demonstrates empathy and trust
- Video: “It’s not about the nail” - shows perspective on being the “fixer” in a conversation
- “I want to better understand how to help you” “you tell me..... I wonder if “
- When I suggest something, think about how the other person will receive the information.
- Often times teachers’ insecurities are at the core of the problem...they beat themselves up over what they don’t know. Show them what they do know and build from there. Remind teachers that they can learn and that we’re here to help.
- [General Coaching Sentence Stems](#)