

# “You Can’t Have a Coaching Culture Without a Structure”

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# Problem #1: Lack of intentionality and strategy

- ▶ Solutions:
  - ▶ Define “coaching”
  - ▶ Agree on what coaches are supposed to do
  - ▶ Create a “skeleton” of a coaching program



# Elements of a Coaching Structure

*Which element have you done well?*

*Which element is hardest?*

- ▶ Articulate a Definition and Vision
- ▶ Consider the Context
- ▶ Choose a Coaching Model
- ▶ Set Program Goals
- ▶ Hire the Right Coaches
- ▶ Build the Coaching Relationship
- ▶ Understand How Coaching Works
- ▶ Protect Confidential Communication
- ▶ Evaluate your Efforts





# #1 Articulate a Definition & Vision

- ▶ How does your SPDG define coaching? Do you base it on a vision statement?
  - ▶ How do you anchor that definition in student needs?
  - ▶ How do you recognize organizational conditions?
  - ▶ How do you share that definition?
    - ▶ With teachers?
    - ▶ With administrators?
    - ▶ With your coaches?

CONTEXT

MATTERS

## #2 Consider the Context

- ▶ Where does your coaching fit within the broader plan for development?
  - ▶ In the school?
  - ▶ In the district?
  - ▶ In the State

“When we can see where coaching lives as part of a broader plan for development, we can zero in on what coaching can and can’t do—and what learning needs to happen within other structures”



## #3 Choose a Coaching Model

“*Coaching model* refers to the broad parameters of how a coaching program works and what it focuses on.”

- ▶ Should name the texts and authors that have influenced the coaching model.

# #4 Set Program Goals

- ▶ Example: “This year, 90% of effective teachers will be retained.”

Please share one or more of your coaching program goals in the chat pod.



## #5 Hire the Right Coaches

“A coaching program’s directors must name the skills and knowledge their coaches will need and determine which skills can be developed in someone and which must be evident at the time of hiring.”

### EB-PD Rubric

#### A(2) Selection

Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors.

- Expectations for coaches’/mentors’ qualifications and experience and how these qualifications will be ascertained.
- o Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).



- ▶ **6 dispositions** that enable a coach to develop a trusting relationship that leads to transformational change:
  - ▶ Compassion
  - ▶ Curiosity
  - ▶ Trust in the coaching process
  - ▶ Humility and mutuality
  - ▶ Appreciation
  - ▶ A learning orientation

*Do you select for these qualities or train them? Or a combination of the two?*

## #6 Build the Coaching Relationship

# #7 Understand How Coaching Works



“The coach and the teacher create goals—aligned to programmatic goals and perhaps to school or district goals—to work on together (*For example, I will use 3 kinds of formative assessment every week to track student growth in ---*)”

How often do your coaches re-assess their goals with those personnel they’re supporting?

## #9 Evaluate your Efforts



How would you assess your evaluation of coaching currently?



Where would you like to be in a year's time?



What outcomes do you use to evaluate coaching?

- ▶ “Effective coaching programs have a scope and sequence for the coaches’ PD, one that aligns to the program’s goals, emerges from the criteria for coaches, and responds to coaches’ needs.”
  - ▶ What does the scope and sequence of your PD for coaches look like?

## #10 Evaluate PD for Coaches