Evidence-based Professional Development: Coaching Competency Drivers

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Introductions: Two Truths and a Dream

Katie O'Connor

Truths

- Before pursuing a degree in school psychology, I taught special education.

- I have dyslexia, which has meaningfully shaped my life and career interests.

Dream

- To change the way our society views the teaching profession—making educators highly valued and respected.

Bryn Hanna

Truths

- I have played the violin since age 6 and have been in school orchestra throughout my academic career.

- I have realized the power that music holds in my life (grounding, connecting, etc.)- I plan to incorporate it into my professional practice.

Dream

- For everyone to treat each other with basic kindness and respect. To not let things like politics infiltrate every aspect of life, especially education.

Theme: Individuals within Systems

Why did you choose a profession in the field of education?

"I know the value of a good education, and I wanted a chance to effect change in the lives of what I saw as the future generation."

\- Nse Etukudo

"Aside from all the academic skills, we have to instill in our kids the wherewithal to withstand whatever challenges life presents them."

\- Bing Thai

"I'm trying to prove that every student can learn and succeed in high school. I want them to be happy and have positive memories…"

\- Steve Sibol

"I want to give other immigrants that access and be a bridge for them so they can get into college and see a more successful path… It's important that they are able to see the larger picture."

\- Samantha Chang

"The students teach me about the world, and I try to use the things they teach me to teach them… It's a very rewarding career."

\- Zennebe Arnold

Nse Etukudo
9th-12th Grade Math
Harry S. Truman High School

Binh Thai
6th Grade English Language Arts

Steve Sibol
10th-12th Grade Algebra
John Dewey High School

Samantha Chang
12th Grade US History ENL
Pan American International

Zennebe Arnold
9th Grade English
High School for Innovation in

Engagement:
What are some essential skills of effective educators?

What impacts educator effectiveness?

Often in education we hear that teachers are burned out, but that isn't quite accurate. As teacher demoralization expert Doris Santoro says, "burnout tells the wrong story about the kinds of pain educators are experiencing because it suggests that the problem lies within individual teachers themselves." Those outside education assume that the teacher can't hack it in the classroom. But in reality, teachers are forced to operate in systems that aren't functioning properly, which makes teachers feel demoralized, discouraged and overwhelmed. According to Santoro, demoralization occurs because teachers "care deeply about students and the profession, and they realize that school policies and conditions make it impossible for them to do what is good, right and just."

(EdSurge, 2022)

> We want community run schools, where the voices of parents, students, educators, and administrators all matter... We want time to plan and to collaborate. We want equitable funding for our schools... We want policy that actually shows that our students matter...
>
> America's educators aren't burned out. We are demoralized. The solution lies in understanding the difference.

(EdSurge, 2022)

Coaching can empower educators while developing effective skills necessary for the dynamic nature of the teaching profession.
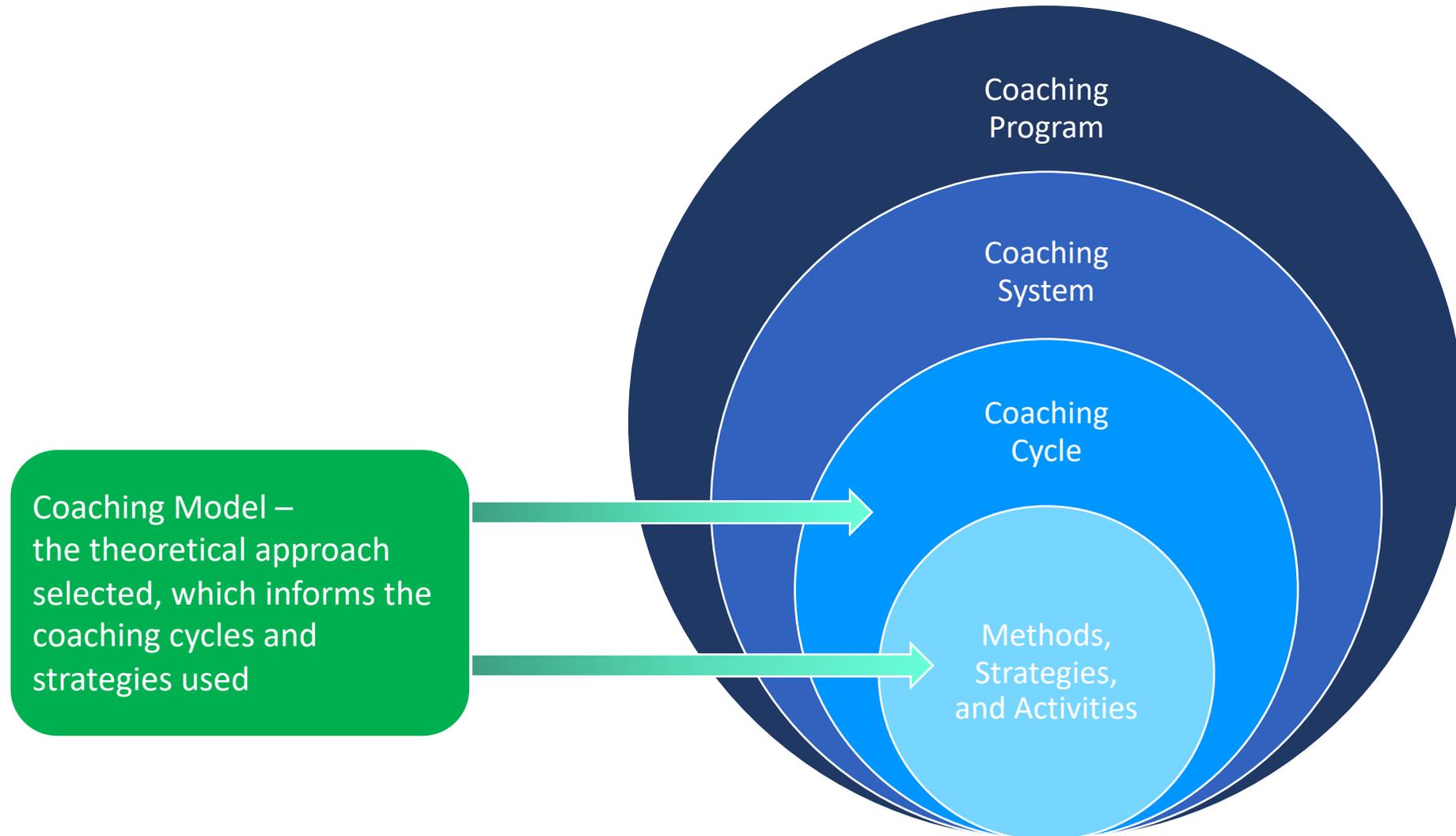
Research: Coaching Best Practices

Individual coaches can be viewed as the intervention for educator effectiveness, just as individual educators are essential to student outcomes (Blazar et al., 2022).

Coaching system & cycles

Highly skilled coach → Effective educator → Improved student outcomes

A salient challenge is the identification, recruitment, training, and support of highly skilled coaches while scaling coaching programs; successful coaching cycles depend on the knowledge and effectiveness of individual coaches (Blazar et al., 2022; Kraft et al., 2016/2017).
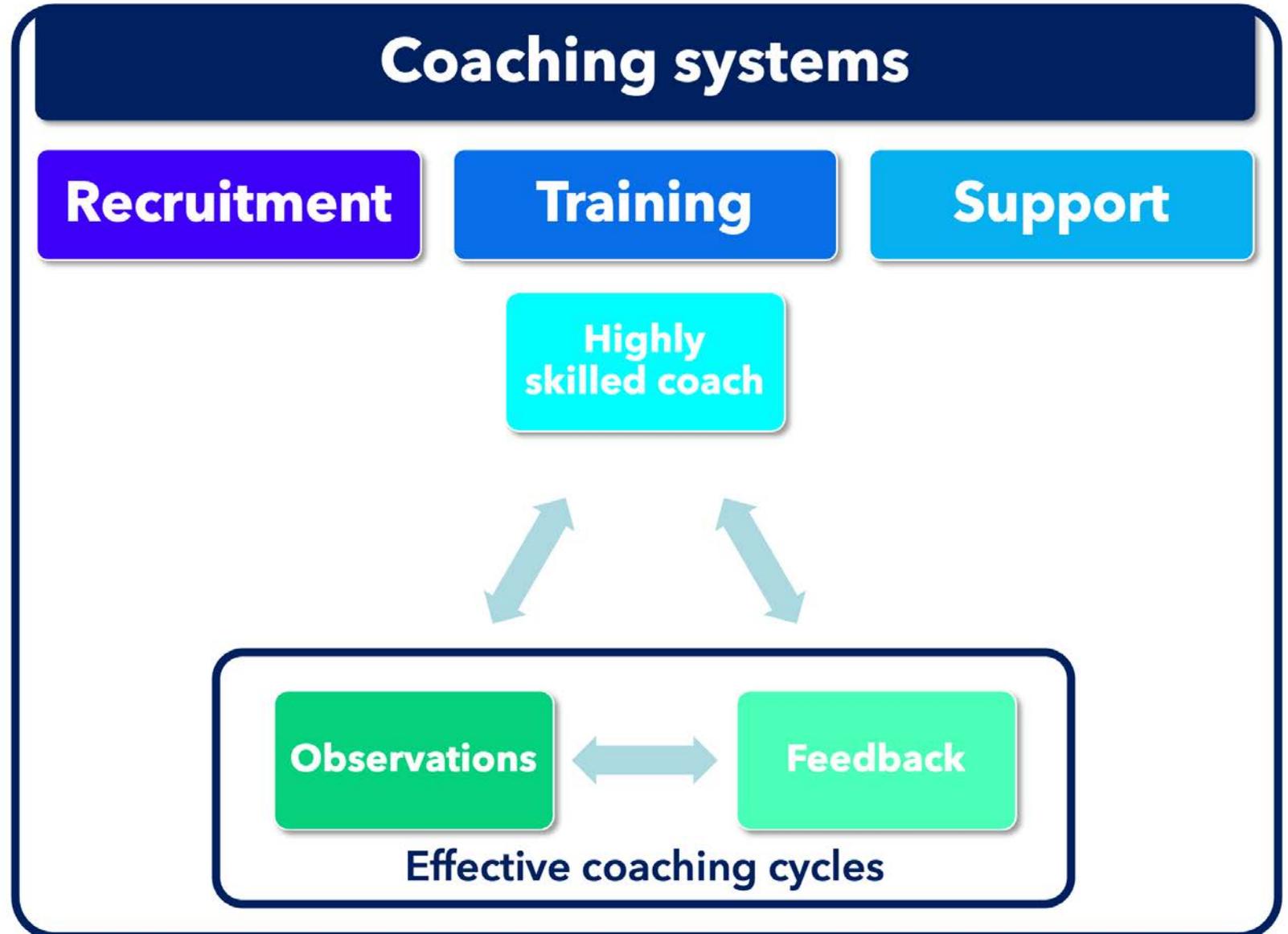
As a component of comprehensive professional development, coaching is a promising solution for the ongoing training and development needs of educators (Connor, 2017; Kraft & Blazar, 2017; Kraft et al., 2016/2017).

Coaching Program

Coaching System

Coaching Cycle

Methods, Strategies, and Activities

Coaching Model – the theoretical approach selected, which informs the coaching cycles and strategies used

Scalability of coaching programs is a core challenge in the same way that mass producing a family recipe would be if you decided to open a franchise system: essentially, the public education sector runs into the quality versus quantity tradeoff.

Coaching systems are the overarching structured, organized, and intentional plans for implementing coaching cycles.

Coaching systems

Recruitment

Training

Support

Highly skilled coach

Observations ↔ Feedback

Effective coaching cycles

SISEP Identified Key Components of Effective Coaching Systems

Recruitment - High-quality selection process for hiring coaches

Training - Competency development (e.g., modeling, scaffolding) for coaches

Evidence-based - Coaching cycles that include observations, modeling, and performance feedback

Support - Reviewing implementation data (e.g., fidelity, coaching effectiveness) and student outcome data

Collaboration - Co-design process to address power dynamics; engage stakeholders authentically to build trusted relationships

(Ward et al., 2022)

Engagement:
Which component of the coaching system has been most challenging when scaling up?

Coaching cycles are more fluid, individualized, and differentiated *observation-feedback-loops* between the coach and educator—the essential ingredient is a highly skilled coach.

Coaching System

Highly Skilled Coaches

Relationships: Interpersonal skills	Modeling: Content-specific expertise	Data: Collection & utilization	Empowerment: Foster professional agency

Effective coaching cycles

Observations → Feedback
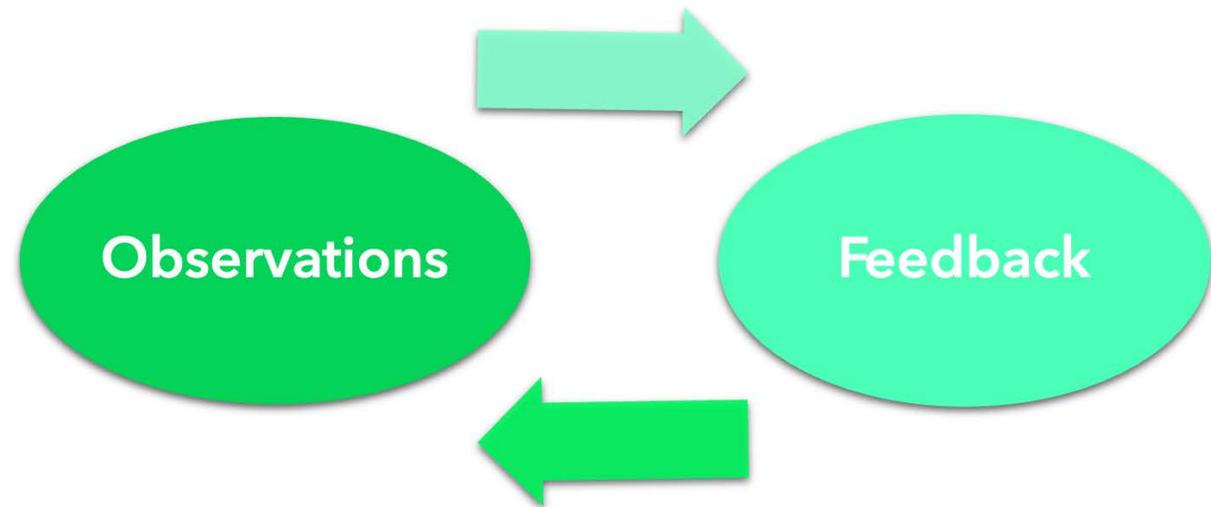
Discussion: Breakout Rooms

Engagement:
Share the qualities of highly skilled coaches that you value most. How do you support the development of those qualities?

Coaching Models Inform the Coaching Cycles & Strategies

The coaching model outlines the theoretical underpinnings, nature of coach-educator dynamic, and specific strategies.

The educator being coached must feel psychologically safe; cultivating a trusted relationship that is separate from evaluation.
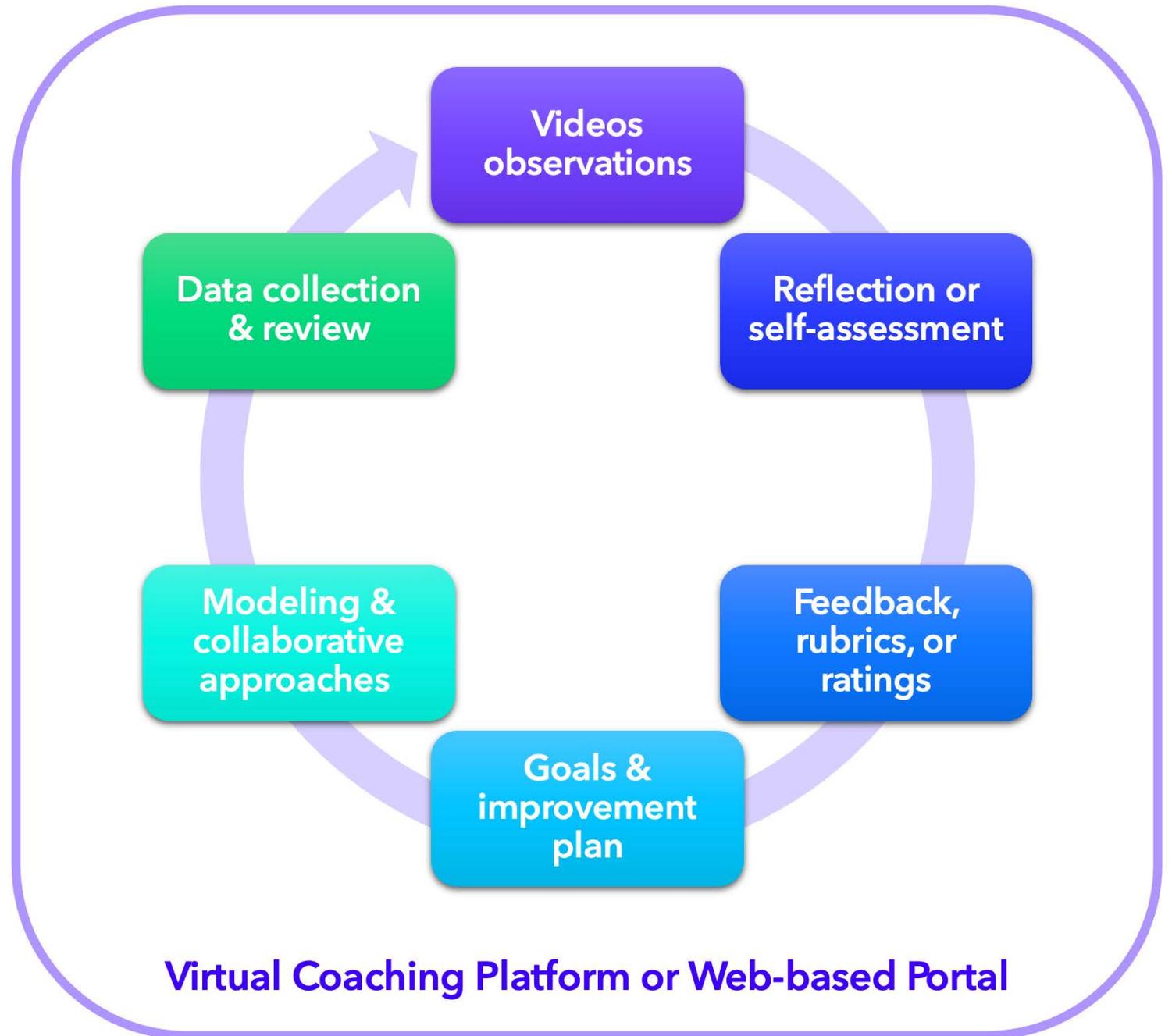
Strategies may include observations, modeling, feedback, lesson planning, analyzing student work, resource sharing, etc.
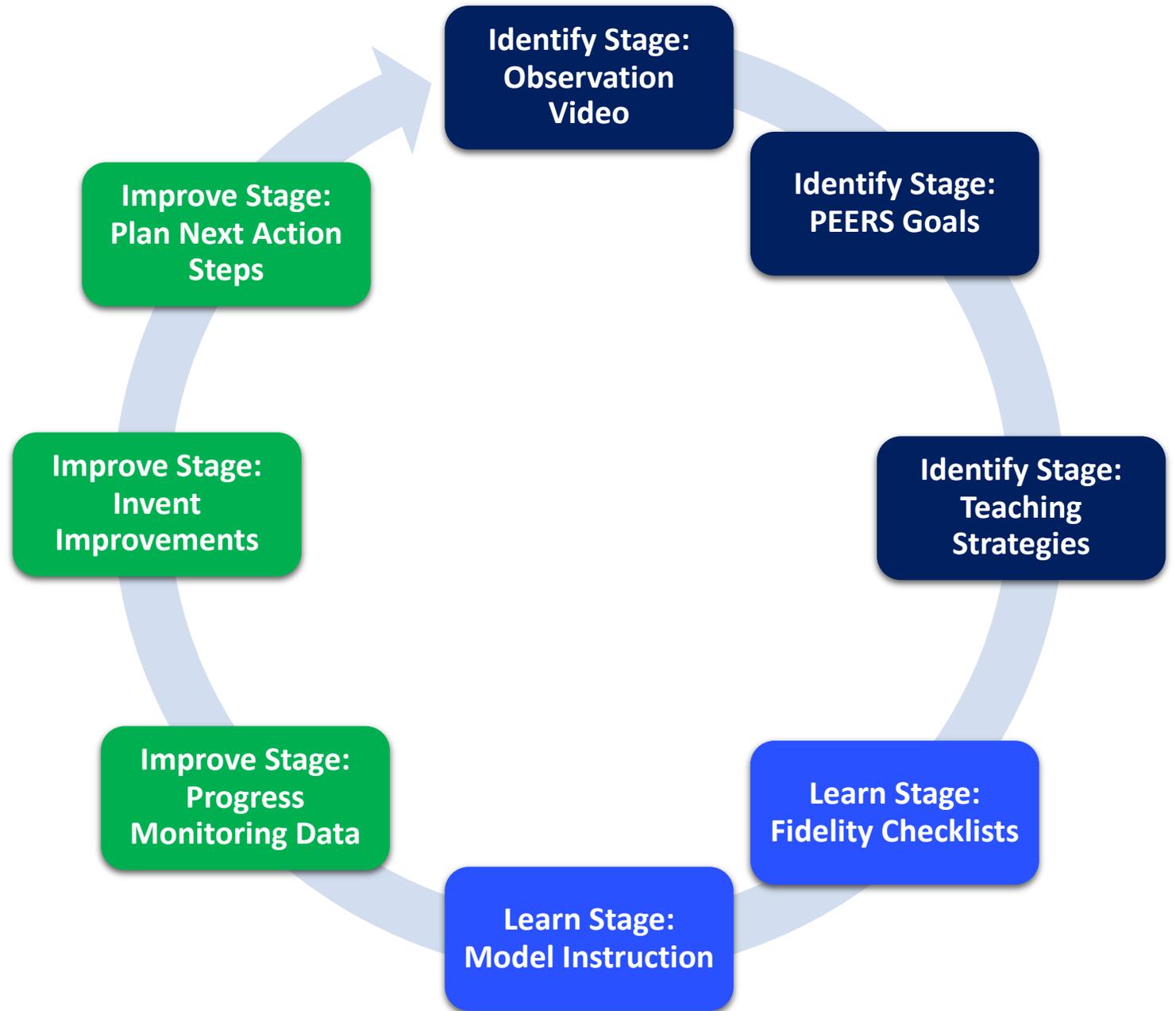
(Aguilar, 2019)

By design, coaching cycles require flexibility and differentiated approaches to meet individual educators' needs.

Videos observations

Reflection or self-assessment

Feedback, rubrics, or ratings

Goals & improvement plan

Modeling & collaborative approaches

Data collection & review

Virtual Coaching Platform or Web-based Portal

Jim Knight's
The Impact Cycle
using a collaborative
partnership
approach.

Identify Stage:
Observation
Video

Identify Stage:
PEERS Goals

Identify Stage:
Teaching
Strategies

Learn Stage:
Fidelity Checklists

Learn Stage:
Model Instruction

Improve Stage:
Progress
Monitoring Data

Improve Stage:
Invent
Improvements

Improve Stage:
Plan Next Action
Steps

Engagement:
What coaching fidelity measures are used during your coaching cycles?

Report: Findings and Recommendations

State educational agencies may need to take the lead in designing and implementing quality coaching programs, to support the efforts of school districts.

SPDG EBPD Worksheet Review

Finding (1)	**Finding (2)**	**Finding (3)**
Established coaching systems with coaching observation-feedback cycles increased educator effectiveness, leading to better student outcomes.	Areas of improvement for lesser developed instructional coaching practices start with systems-level planning based on implementation needs.	The SPDG Annual Report Worksheets have been improved with recent revisions; however, considering future audiences may lead to further innovations.

Recommendation (1)	**Recommendation (2)**	**Recommendation (3)**
Exemplar SPDG Worksheets outlined coaching systems with organizational structures that include consultants-coaches-educators and coaching cycles. These well-developed coaching programs can be used as a guide for other states to follow. At-A-Glance SPDG Worksheet Table	For states that have lesser developed coaching programs, the SISEP Tool: Coaching Service Delivery Plan offers a systematic approach to creating coaching systems with coaching cycles and fidelity measures. Blank Template: Coaching Service Delivery Plan	To facilitate the transmission of knowledge and best practices, it may benefit SPDG recipients to create a pathway for cross pollination. For example, states may complete a SPDG summary section to provide the essential aspects of their professional development programs, including their initiatives, personnel, and coaching systems.

Coaching Service Delivery Plan

Concepts/Areas or Skills Being Coached	Coaching Process	Frequency	Practitioner Preparation	Post Meeting/Event and Documentation	Feedback & Documentation by Coach	Timeline for Written Documentation By Coach	Coaching Effectiveness Measure

Closing: Call to Action

Glow & Grow Reflection:
What is an area of strength and an area of growth for your coaching program?

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