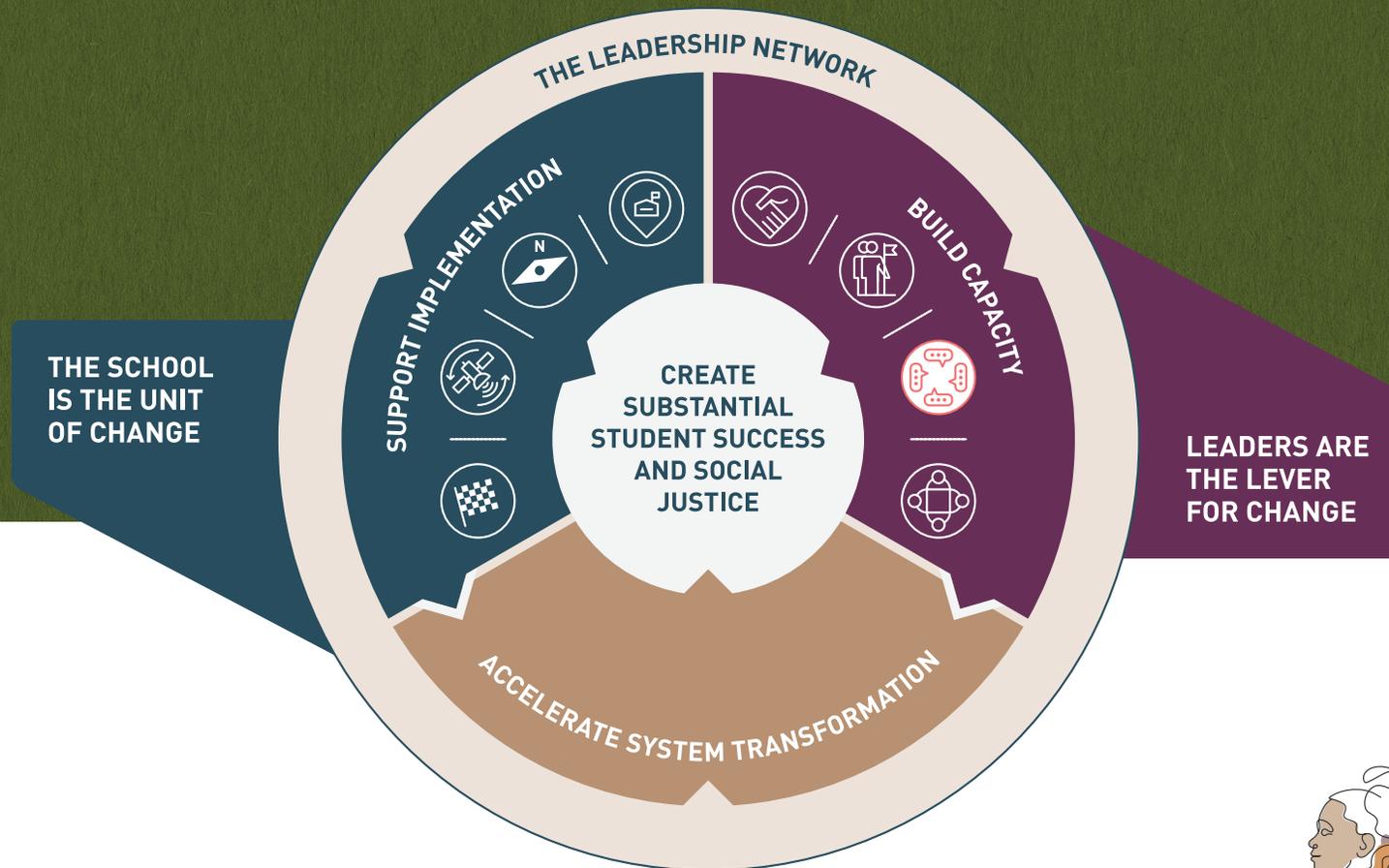


Coaching for

Results Continuum

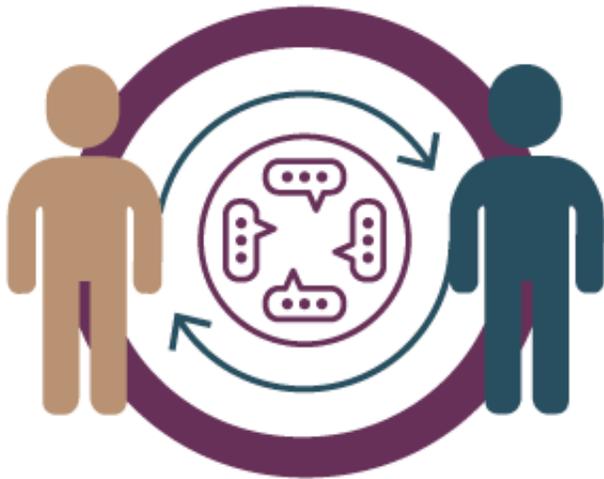


COACHING FOR RESULTS CONTINUUM

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COACHING FOR RESULTS CONTINUUM



Coaching is more than a practice in results focused organizations; it is central to the identity of the organization. Feedback aligned to frameworks is a driver of instructional change and the promotion of equity. Effective coaching is a relational vehicle for feedback. It includes a well-crafted message that considers the relationship with the audience and the context in which the message will be delivered. In order to improve the effectiveness of the message in causing a change in behavior, the coach must reflect on the frequency and degree to which the provider and recipient are meeting one another's developmental needs and identities. They must attend to the social and emotional aspects of the interaction in order to adjust throughout. They must consider the current realities and the implications of the feedback in order to name and address inequity within the system and within classroom practice.

Effective coaches both consider the feedback they deliver as well as seek opportunities to receive feedback and understanding through the feedback process. Coaching conversations are not isolated events within a vacuum. They take place within a history of previous interactions as well as within the feedback culture of the organization. Leaders consider all of these factors when designing and managing systems that support and enhance feedback practices across the organization.

The purpose of this continuum is to serve as a resource for school leaders to build and develop systems of coaching at their sites that transform culture and student outcomes.

The following domains support leaders and coaches responsible for creating the conditions for coaching in assessing current practice and providing feedback. Each domain provides descriptors of what practice looks like at multiple levels of developmental performance. This continuum includes three core domains:

CULTURE OF COACHING

To what extent do structures, norms, and adult mindsets reinforce a shared culture in which coaching is an essential component of the development of professional practice?

STANDARDS-BASED CONTENT

To what extent does the feedback message provide a manageable action with significant impact on student learning?

AUDIENCE RELATIONSHIPS

To what extent is the feedback personalized so that it both supports the recipient and inspires them to act?

CULTURE OF COACHING that provides the foundation for reciprocal feedback and growth

	Emerging	Developing	Effective	Strategic	Transformative
<p>SYSTEM OF COACHING <i>What is the organization's approach to coaching?</i></p>	<p>A general commitment to coaching has been made; coaching is mostly provided for first and second year teachers and is tied to the evaluation system; coaching, when it occurs, is 1:1</p>	<p>There is an identified blended coaching model that is not universally applied or there are multiple models in use; leaders who are not classroom based provide the majority of coaching; there may be some limited group coaching but 1:1 coaching is the primary delivery model; coaching is differentiated from evaluation</p>	<p>There is a blended model of coaching across the building that uses principles of adult development; peer and leader coaches are identified; group and 1:1 coaching are implemented to maximize impact; coaching is intentionally defined as a universal practice for improvement</p>	<p>The blended coaching model used across the building involves all educators as coaches and coachees; all faculty are identified for strengths where they could contribute as coaches; potential core coaches are identified and developed; coaching structures and configurations are fluid and integrated seamlessly</p>	<p>The blended coaching model used is integrated across all aspects of school life and involves non-faculty stakeholders; coaching and being coached are embedded cultural practices within the whole school community</p>
<p>SYSTEM FOR COACHING <i>How does the infrastructure support coaching?</i></p>	<p>Other duties frequently impact coaching responsibilities; communication of feedback is limited by inconsistent processes and routines; coaches are expected to coach well since they were exemplary teachers</p>	<p>Time for coaches to observe, prepare, and deliver coaching to all coachees biweekly is calendared and held sacred; coaching delivery models are developed and shared but may not be implemented consistently; coaches receive some training on coaching model and informally seek out additional support</p>	<p>Time for coaches to observe, prepare, and deliver coaching to all coachees weekly is calendared and held sacred; standard vehicles for communication are developed and implemented school-wide; coaching involves observation, data analysis, co-planning, modeling, co-teaching, and resource sharing; coaches receive 2–3 days of initial training on the model and ongoing training throughout the year; coaches are coached</p>	<p>Time for coaches to observe, prepare, and deliver coaching to all coachees at least weekly at differentiated intensity is calendared and held sacred; standard vehicles for communication are developed and personalized school-wide; coaching is comprehensive and actions are aligned to teacher needs based upon evidence; core coaches are trained as a collaborative network; all faculty receive training on the coaching model</p>	<p>Time for coaches to observe, prepare, and deliver coaching is maximized; coachees have time calendared to address next steps and coaches can adjust schedules to increase collaboration; multiple standardized methods of communication are developed, personalized, iterated, and shared school-wide; coach training and network development are integrated into all aspects of learning; coaching is non-hierarchical and universal</p>

	Emerging	Developing	Effective	Strategic	Transformative
CULTURE OF WARM DEMAND <i>What expectations are communicated in the coaching conversation?</i>	Coaching conversation contains compliments or encouragement that may or may not be meaningful to the recipient; the conversation is dominated by the coach talking and telling	Coaching conversation contains positive impact statements on core message that are mostly meaningful to recipient; compassion used to make the recipient “feel good” yet may make message less clear; the conversation includes mostly the recipient responding to questions posed by the coach; there is surface level acknowledgement of the role equity plays in coaching relationships	Coaching conversation emphasizes positive impact on practice in core message; compassionate approach conveys coach’s belief that recipient can meet expectation of excellence and allows for greater risk-taking; the conversation is balanced between both recipient and coach in terms of topics, air time, and questioning/explaining; equity is named and implications discussed with regularity	Coaching conversation emphasizes positive impact to both acknowledge previous improvement and focus on the next level of work; compassionate approach allows for mutual risk-taking; the conversation is directed by the recipient’s reflection; recipient’s stated needs determine discussion structure; intentional and ongoing attention to equity within coaching culture is an accelerant for change	Coaching conversation uses positive framing and strengths to connect past, current, and future practice; mutual compassion demonstrated through professional vulnerability from both coach and recipient allows pair to examine core beliefs; the conversation is led by the recipient with coach providing opportunities to respond, reflect, and contribute with constant adjustment; efforts at equity distribute power across relationships with expectation all parties improve
CULTURE OF CONSISTENCY <i>How do you support change and build trust through clarity of shared expectations?</i>	Feedback is provided within a week of the observation; a conversation may not consistently happen; feedback conversation documentation emphasizes dates met; next steps may not be recorded well enough to guide future meetings; documentation kept and owned by coach with little or no sharing	Feedback is provided within 48 hours of the observation using coaching tools, but the conversation may not happen until 3–5 days later; feedback conversation documented with emphasis on recipient’s next steps; documentation kept and owned by coach with summary shared with recipient	Feedback conversations occur within 24–48 hours of the observation using high impact tools ¹ ; feedback conversation is documented with attention paid to next steps and supports aligned to improvement goal; documentation shared by coach and recipient	Feedback conversations occur within 24 hours of the observation using highest leverage tools and protocols; feedback conversation is documented with attention to next steps and supports (including 1–2 elements of: what observer will share, observe, and do) aligned to improvement goals with opportunity to practice	Feedback conversations occur weekly within 24 hours of observations; conversations are planned in advance to have minimal negative impact on teacher time; feedback conversation is documented with attention to next steps and supports (including: what observer will share, observe, and do) aligned to improvement goals with opportunity to practice until mastered

To what extent do structures, norms, and adult mindsets reinforce a shared culture in which coaching is an essential component of the development of professional practice?

¹ High impact tools focus feedback on instruction, determine rigor through standards alignment, and attend to a culture optimized for learning. NTC examples include the the Effective Schools Framework, the Pre-Observation Co-Analysis, and looking at student work materials.

STANDARDS-BASED CONTENT is crafted so that it identifies and communicates highest leverage actions in instruction and culture

	Emerging	Developing	Effective	Strategic	Transformative
STANDARDS ALIGNMENT <i>To what extent are coaching conversations centered on rigorous instruction?</i>	Feedback makes a connection to standards that are not grade-level appropriate or to an instructional strategy	Feedback makes a connection to appropriate grade-level standards and connects to an instructional strategy	Feedback makes a specific and focused connection to grade-level standards with consideration of the instructional shift, strategies aligned to district teaching and learning framework, and evidence from recent interaction	Feedback aligns grade-level standards, shifts, and teaching and learning framework through appropriate data sources connected to school-level goals	Feedback aligns grade-level standards, shifts, and teaching and learning framework through appropriate data sources connected to school-level and individual teacher growth goals
CLASSROOM CULTURE CONSIDERATION <i>To what extent do coaching conversations attend to diversity and difference of learners?</i>	Instructional feedback is provided in isolation or separate from the environment or feedback only mentions classroom culture; classroom culture may be used as an excuse for non-performance	Implications of classroom culture on instruction are considered and named; strategies are suggested that align cultural and instructional areas for growth	Instructional feedback addresses impact of learner mindsets, variability, and/or social emotional needs on the classroom	Instructional feedback addresses impact of learner mindsets, variability, and social emotional needs on the classroom and subgroups of students	Instructional feedback frames diversity within learner mindsets, variability, and social emotional needs as an asset in providing more personalized and rigorous instructional support; learner opportunities for mastery are maximized through proactive feedback
CONTINUITY <i>To what extent do coaching conversations build upon previous work and move towards transformation?</i>	Content of feedback is isolated to most recent observation or interaction; may be too broad to be actionable	Content of feedback is provided in context of previous feedback conversations; may be generally actionable, but not specific enough to be "seen" in practice	Content of feedback reflects progress on previous feedback commitments and provides a coherent next step; is actionable within a week	Content of feedback reflects progress on previous feedback commitments and provides a coherent next step informed by mid-range goals; is actionable within the next two weeks with clear, shared metric for success	Content of feedback reflects progress on previous feedback commitments and provides a coherent, co-constructed next step informed by mid-range school and individual goals; is actionable within the next week and builds upon previous work and feedback

	Emerging	Developing	Effective	Strategic	Transformative
<p>PREPARATION <i>To what extent does the coach take an inquiry stance in designing a conversation?</i></p>	Feedback is not prepared or considered in advance; feedback tends to be entirely directive	Feedback is prepared in advance with one possible entry point and does not adjust based on the dialogue; feedback is directive but may use questioning	Multiple feedback pathways and entry points are prepared in advance with emphasis on opportunities for further understanding; feedback may be directive with a co-constructed or inquiry-oriented approach	Multiple feedback pathways and entry points consider school or individual goals and are prepared in advance; feedback emphasizes inquiry with limited directives where necessary or invited by recipient	Multiple feedback pathways and entry points consider school and individual goals and are prepared in advance; feedback is developed through inquiry with the educator leading the process towards growth
<p>CLEAR MESSAGING <i>To what extent does the coach successfully communicate with the participant?</i></p>	Message may not be objective, emphasizing the person and not the practice; feedback determined by coach's personal preferences	Message is mostly objective, emphasizing the practice and not the person; may overemphasize coach's personal preferences	Message is objective, emphasizing the practice and not the person; impact on student learning or equity is the measure for evaluating effectiveness and next steps	Message is objective, emphasizing the practice and not the person; impact on both student learning and equity is the measure for evaluating effectiveness and next steps	Message is objective and assumes positive intent; impact on student learning and equity includes learner perception and performance and is the measure for evaluating effectiveness

To what extent does the feedback message provide a manageable action with significant impact on student learning?

AUDIENCE RELATIONSHIP that considers the feedback recipient and their developmental needs

	Emerging	Developing	Effective	Strategic	Transformative
PERSONALIZED <i>How does the coach ground their work in the needs of each individual?</i>	Feedback emphasizes school-wide priorities with little consideration of individual needs	Feedback is individualized for the recipient's needs	Feedback is individualized for the recipient's needs and considers several possible strengths-based feedback messages	Feedback is individualized for the recipient's needs and considers several possible strength-based feedback messages; feedback adjusts based on recipient's comments	Feedback is individualized for the recipient's needs and personalized for their meaning-making system and considers several possible strength-based feedback messages; integrates individual, team, and school-wide feedback priorities
PERSPECTIVE <i>Whose "truth" guides the coaching conversation?</i>	Feedback is considered from the perspective of the coach	Feedback is considered from the perspective of the coach with some consideration of the recipient	Feedback is considered from a perspective of the recipient, with the coach's objectives paramount	Feedback is considered from multiple possible perspectives of the recipient with the co-construction of the outcomes	Feedback is considered from multiple possible perspectives of the recipient, as well as the perspectives of the coach, colleagues, students, and the system; outcomes are co-constructed with an emphasis placed upon the input of the participant
TEACHER AGENCY <i>Who owns the work of development?</i>	Coach assumes level of teacher agency and typically ascribes a low level and therefore relies mostly on a directive stance	Coach assumes level of teacher agency and typically ascribes a mid to high level and therefore uses some questioning and facilitative stances	Coach tests assumptions of teacher agency through questioning and dialogue	Coach prepares multiple pathways dependent on teacher agency through questioning and dialogue	Coach prepares developmental pathways through questioning and dialogue to gauge and build teacher agency
REFLECTION <i>How does the coach use routines to monitor and assess practice?</i>	Engages in self-reflection on feedback conversations and impact of feedback deliverer's bias and developmental meaning-making system	Engages in self-reflection and cursory conversation with recipient on feedback conversations and impact of feedback deliverer's bias and developmental meaning-making system in general	Engages in self-reflection and conversation with recipient on impact of discussion, coach's bias and/or developmental meaning-making system on specific feedback or process; occurs after conversation	Self-reflection and impact conversation are structured and repeated consistently; occurs before and after conversation; coaches reflect on their own progress through midyear reviews or other methods and tools such as journals	Co-reflection and impact conversation are structured and repeated consistently; occurs before, during, and after conversation

To what extent is the feedback personalized so that it supports the recipient and inspires them to act?