



# LEADING PURPOSEFUL INSTRUCTIONAL COACHING

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# Fundamental Beliefs

Teachers/educators are capable adults who, with the right mix of understanding and engagement, are well equipped to improve the quality and outcomes of their instruction.

Mastery in any profession, including teaching, is a lifelong journey.

# Fundamental Approach

You cannot teach a person anything. You can only help him find it within himself.

GALILEO

# Supporting Others is Important Teacher Leadership

Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves.


Stephen Covey

# Fundamentals are Based on Adult Learning

- Adults are autonomous and self-directed.
- Adult learning builds on a wide variety of previous experiences, knowledge, mental models, self-direction, interests, resources, and competencies.
- Adult learning needs to be facilitated rather than directed. Adults want to be treated as equals and shown respect both for what they know and how they prefer to learn.
- Adults need specific behavioral feedback that is free of evaluative or judgmental opinions.
- Adults need follow-up support to continue and advance their learning over time.

# The Impact of Coaching and Direct Classroom Support

## Relationship Between Levels of Impact and Components of Training



<b>Level of Impact Components of Training</b>	<b>Awareness Plus Concept Understanding</b>	<b>Skill Attainment</b>	<b>Application / Problem Solving</b>
<b>Presentation of Theory</b>	<b>85%</b>	<b>15%</b>	<b>5-10%</b>
<b>Modeling</b>	<b>85%</b>	<b>18%</b>	<b>5-10%</b>
<b>Practice and Low Risk Feedback</b>	<b>85%</b>	<b>80%</b>	<b>10-15%</b>
<b>Job Embedded</b>	<b>90%</b>	<b>90%</b>	<b>80-90%</b>

# What is the Purpose?

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## The Big Four-Jim Knight

- Content Enhancement
- Instruction
- Assessment for learning
- Classroom Management

# Keys to Successful District/School Coaching Initiatives

Time Management/Sufficient Time

PD for Coaches

Protecting the Coaching Relationship

Making Sure the Principal Remains the Instructional Leader

Coaches Work with a Variety of Teachers

Ensure Collaboration Among Coaches with Principals and District Staff

Hiring of Quality Coaches



# The Coaching/Support Continuum as a Basis

- Directive
- Collaborative
- Consultative/Non-Directive
- Transformative



# The Coaching Continuum

## Continuum of Coaching and Developmental Support

2  
2

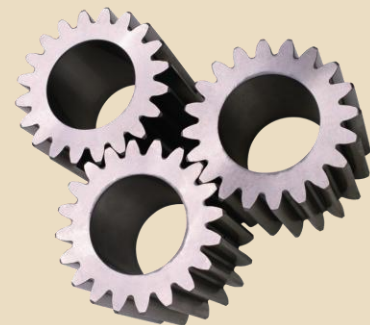
Directive	Collaborative	Consultative/Non-Directive	Transformative
The capacity builder controls the coaching interactions.	The capacity builder guides the interaction without controlling it.	The educator guides the interaction with support from capacity builder.	The educator leads the interaction with the capacity builder, while the coach provides support and cognitive disequilibrium.
Modeling lessons, providing resources, role playing, journaling, short-term goals, shows "the way".	Guiding activities, focused observations, providing limited options, encouraging workshop attendance, conducting peer observations.	Facilitate transition into new roles, analysis of performance in absence of coach, peer collaboration, action research on own practice, engage in reviewing curriculum and development.	Provide many options for growth, facilitate networking with other professionals, review self-growth goals, give them the power to become change agent, facilitate supporting the work of other colleagues.
The person being developed can be unaware, rigid, fearful, and/or sometimes self-protective, and generally remains in the conventional way of doing work.	The person being developed is rule-oriented, concerned with acceptance, and still has tendency to return to the conventional while interested in what is new.	The person being developed is conscientious, goal-oriented, self-critical, efficient, and developing inner standards.	The person is developing new paradigms and shows signs of autonomous growth. They are flexible, deals openly with complex issues, welcomes options and opportunities, strives for interdependence within their school/district environment, unselfishly wishes for others to grow. Often shows great frustration in difficult, static school settings.

# The Continuum Supports Purpose

Linking Goals to Outcomes

Matching Outcomes to Coaching

Alignment Between Goals, Outcomes, and  
Coaching Creates Purpose.....IMPACT!



# Coaching vs. Supervision

## Don't Confuse the Task

- Supervise, Evaluate, or Coach?
- You can't do it at the same time.
- Draw clear lines.



# Managing vs. Developing

Telling/managing undermines autonomy and provokes enemy images, both internal and external. Such interference makes it harder rather than easier for teachers to find motivation and movement (Pink, 2009).

It may be commonplace for supervisors, consultants, and trainers to diagnose problems, give instructions, and provide incentives for performance improvement, but these approaches contradict what we know about adult learning. “Change or die” is not an effective threat (Deutschman, 2007).

# Managing Vs. Developing

At best “facts, fear, and force” generate temporary compliance; at worst they generate resistance and outright rebellion.

# Managing vs. Coaching

Neither is the enemy of the other.

Supervisors are NOT going to be good coaches.

Supervision is NOT a coaching relationship. Don't define it that way. You are preparing for failure.

# Be Transparent and Trustworthy with Supervision vs. Coaching

- Trust to make mistakes and long-standing learning cannot occur when being evaluated.
- Evaluation is an event, change is a process.



# Matching Coaching to Outcomes

- What does this mean?
- Coaches cannot “do it all”.

# Tools for Successful Leaders of Instructional Coaches

- Training for Any Coach
- Strong Competency Based Job Descriptions
- Needs Assessment
- Data Review Support and Processes
- Narrow Goals/Priorities
- Aligned Coaching Documentation
- Confidentiality Expectations/Agreements
- Meaningful Self-evaluation and External Evaluation

# Coach Training Ideas

- Book Study
- Formal Coaching Training Face to Face
- Online
- Development Supervision Courses at Graduate Level

# Strong Job Descriptions

- Provides essential information for assigning the appropriate pay grade, job function and/or title for the job,
- Assists in recruiting efforts for screening and interviewing,
- Identifies the essential functions of the job based on job specific competencies, and
- Provides the incumbent an understanding of the primary accountabilities, duties and responsibilities they are expected to fulfill.

# Needs Assessments

Needs Assessment is used for evaluating programs

1. Participants' reactions
2. Participants' learning
3. Organizational support & change
4. Participant's use of new knowledge & skills
5. **Student learning outcomes**

# Data Review/Narrow Goals

- Priorities, Priorities, Priorities

# Formalize and Aligned Coaching Agreements and Logs

Formal agreements for coaching elevate expectations

Opens communication for all involved

Creates clarity of goals and outcomes/alignment

Makes best use of precious time

Helps manage large coaching loads

Real change takes time and commitment-shows a value for both

# Sample Components of Agreements

- Confidentiality Statement
- Specific Coaching Goals
- Agreed Upon Times to Meet or Collaborate
- How Communication will Occur
- Times for Revisiting the Goal



# Evaluation of Coaches



External Evaluation of coaches needs to address at least three issues:

- Coaching skills (communication, personal management, leadership)
- Use of time
- Interventions knowledge (the Big Four)

# Self Evaluation of Coaching

Coaching Professional Code of Ethics (William and Anderson, 2006)

International Coach Federation Code of Ethics  
([certifiedcoach.org](http://certifiedcoach.org))

IAC Coaching Masteries

Actions and characteristics are universal of masterful coaches and that are measurable and observable.

International Association of Coaching, 2009

# The IAC Masteries

- Establishing and Maintaining a Trusting Relationship
- Perceiving, Affirming, and Expanding the Clients Potential
- Engaging in Supportive Listening
- Processing in the Present
- Expressing and Communicating Effectively
- Clarifying to Create Understanding and Confidence
- Setting and Keeping Clear Intentions
- Inviting Possibility
- Helping the client identify and create supportive systems and structures

# Coaching Self Assessment



In packet

# Transformative Coaching is the Goal?

Moves beyond improved

“performance”....

(Strategies, trying new things, being directed)

To changing the way of

“being”.

(leading or integrating into a new identity in the culture)

# Transformative Coaching

Suppose you came upon someone in the woods working to saw down a tree. They are exhausted from working for hours. You suggest they take a break to sharpen the saw. They might reply, "I didn't have time to sharpen the saw, I'm busy sawing!"

Working on the important, but not urgent is at the center of having long-term influence on people (transformative change).

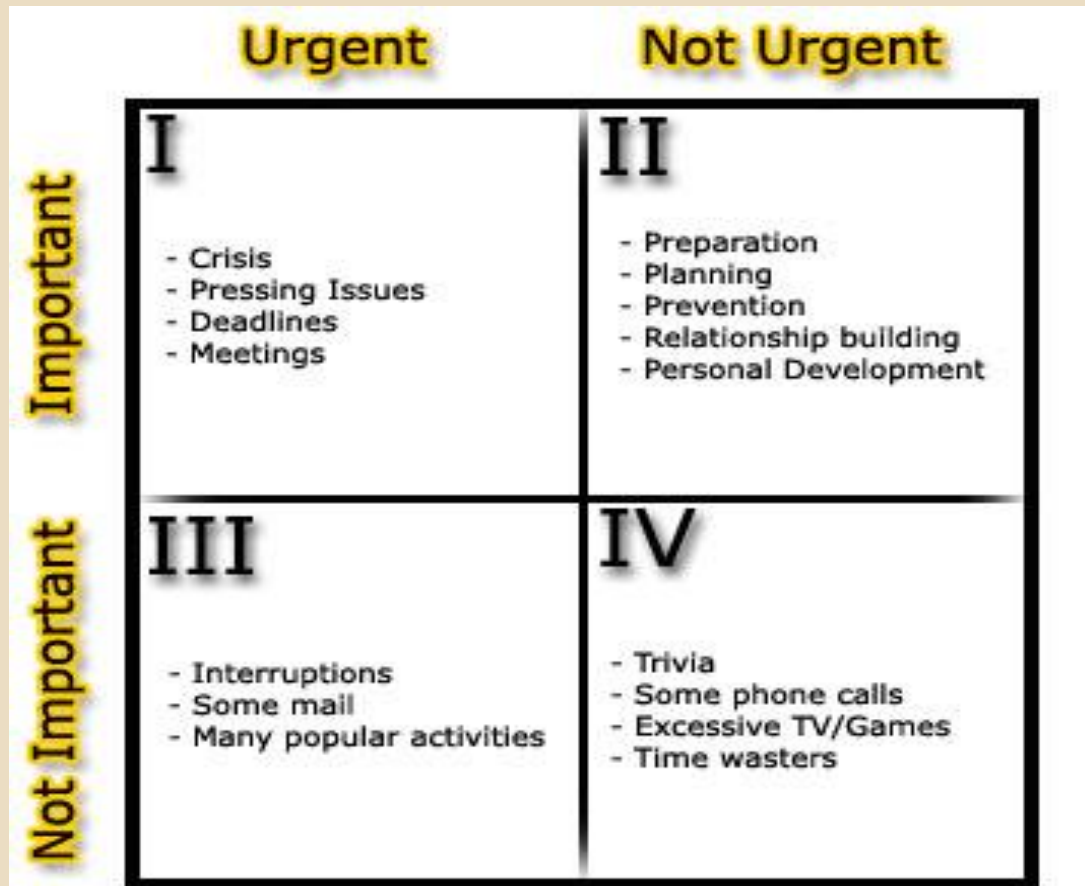
Adapted from

Stephen Covey (1932 -)

Source: The 7 Habits of Highly Effective People

# Important but Not Urgent

Highly effective people make time for the important but not urgent activities.





# Questions

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