

## Keeping Coaching Effective

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### Who this session is for

- Those who have coached for some time
- Those who want to keep their coaching effective
- Those who wonder if their coaching is getting stagnant...
- Those who know their coaching is no longer as effective as it once was... and what to do about it.

### Plans for the Session

- Think beyond the first years
- When we've established coaching and professional learning communities...
- "What's Next?"
  
- Keeping Coaching Alive

### Taking note of your environment

- Ideas from Systems for change
- We're always on the journey...
- We never arrive...
- "The journey continues"
- New hurdles, new challenges

### Characteristics of Adult Learners

Friend & Cook, 2000

- Vast amount of prior knowledge, skills, experiences, expectations
- Deeply held beliefs, ideas & values
- Goal-oriented
- Flexible learners
- High expectations
- Many demands and commitments
- Motivated to learn

### Some of the new hurdles

- Routines and ruts
- Getting "too comfortable"
- "We've already done that..."
- "But we were trained that way."

### Facing the realities

- Routines and ruts...
  - What do we do???
  - How we adjust?
  - What did we do before that helped?
- create some disequilibrium
- pressure and support
- we're never good enough
- my problem with not coaching the strong often enough

### What are the indicators that we are too comfortable

- Appeasement
- Too many compromises
- Give and take when students are at stake
- Losing our focus
- Student achievement slips
- Interest in being coached fades
- Passion for professionalism dwindles

### What are some things that we do about it

- We must rejuvenate ourselves
- We must be the change we want to see
- Changing things up
- No more "status quo"
- No more thinking inside the box
- Developing new "teams" new "leadership" new "ideas"

### "we've already done that"

- Facing the statements that "suck the sunshine out of the day..."
- Ok... so we've already lost steam... we're going to have to deal with it... we may need some new folks to work with us and beside us to get this done but it can be done...

### Owning some of the ways we've caused the barriers

- Making faces when something strange is said or done
- Attempting to "fix" it all - putting out fires
- Regularly dealing with what's wrong rather than what's right
- Too much modeling

### Making the tool what is coached... not the process

- Putting out fires
- Making it "look right"
- Missing the big picture

- **Refocusing**

- Goals
  - Student achievement and success
  - We're not here for us to feel comfortable and feel happy - we are here for students
  - We are here to learn more to do our jobs better
- We do not compromise on critical issues
- Norms for all
  - Everyone is accountable -everyday- for every child - in every area
  - It starts from the bottom and top and middle out.

### Validating issues

- "but we were trained that way"
  - I know you were... here's what we've learned...
- "Not another change??!!!"
  - Change means we're getting better... Let me help you figure out how to work it into your plans
- I can't fit another thing in...
  - You're right... we must work smarter not harder...

### Put another way

- **We are coaching the teacher**
  - Thinking
  - Reflection
  - Decision-making
  - Problem-solving
- **Through THE TEACHING**

### Creating a Learning Climate

- Trust
- Leadership
- Shared responsibility
- Time
- Common language
- Respect for all participants
- Data driven decision making
- Problem-solving
- Vision & shared goals

"I am listening for people's greatness...

... and who they are when they forget their greatness and descend into pettiness.

The person I am coaching can do no wrong in my eyes (assuming it is ethical).

If who they are being... is counterproductive with others, if they make repeated mistakes or don't deliver on promises, I NEVER MAKE THEM WRONG.

P 24, Masterful Coaching

### Getting Back to the Basics

- Meeting
- Talking
- Reflecting
- Focusing on Data
- Adjusting instruction
- Relying on one another

### We learn by conversing

- With ourselves,
- With others
- And with the world around us.

P 3  
Harri-Augstein & Thomas. (1991). *Learning Conversations*.

### We've got to be talking

- Not talking AT
- Talking around
  
- Talking TO each other

### Inviting and Sustaining Conversation

- Shared context
- Common interest
- Responding & building
- Questioning
- Connecting & identifying examples

### Inviting and Sustaining Coaching Conversations

- Built on shared experiences
- Responding & building
- Questioning & inquiry
- Connecting & identifying examples from shared experiences

### Committed Listening

*Masterful Coaching p 66*

"...listening from a commitment to absolutely bring out the best in people.

This new way of listening is not transactional in nature, where people are given advice, tips or techniques.

It embraces, but goes beyond all this - and is actually *transformational* with respect to the person ..."