* **INTRODUCTION**
* This document is based on the work of Jim Knight and several members of the Teacher Quality Research Grant that looked at a model of Instructional Coaching.
* 1. Enroll

2. Examine

* 3. Identify
* 4. Explain
* 5. Model
* 6. Observe
* 7. Explore
* 8. Refine

**Some Things for You to Think about in Advance**

Be fully committed to partner with the administrator

* + Take a look at your own feelings and assumptions about administrators.
  + You don’t know them, and they don’t know you.
  + Embrace the Partnership Principles from Instructional Coaching
  + Here’s your chance to coach someone to become the kind of leader that all schools need.

If they aren’t already the instructional leader, help them become one.

Take a big picture look at the school or district—

* + What are the challenges facing the administrator?
  + What is the school improvement plan? What are the District priorities?
* Learn as much as you can about the school or district before you begin your work
  + Determine who initiated SIM PD: Was it the school, the Superintendent, a group of teachers? Is it a mandate from above or chosen by the constituents?
    - If it’s a building level decision, find out what support/advocacy there is from the central office. If it’s a central office decision, find out who the key leaders are at the building level.
* Be prepared to think bigger than SIM. It is one part of the bigger equation.
* **1. ENROLL**
* Goal: To establish a coaching partnership with an administrator
  + YOU NEED THEM TO BE YOUR PARTNER!

Consider using the following ideas:

* Invite the administrators to attend an overview session, read an article, talk with other administrators who have worked with SIM.

Ask administrators to talk with you about the school improvement plan or their goals

Schedule time that you can meet with the administrator alone

Identify the conditions that need to be in place for SIM implementation to be effective (BRAINSTORM with the administrators)

Identify any barriers to the implementation

Problem Solve ways that the Administrator can overcome the barriers

Talk with the administrators about how they can partner with you in SIM implementation:

* + Attend all PD or identify critical parts
  + Observing classrooms and offering feedback to teachers
  + Using SIM in their own work
  + Weekly calls to check in with the administrators to see how things are going, e.g SKYPE, calls
  + Building a SIM leadership team
* Think about the following points:
  + SIM offers Quality Professional Development
  + SIM is NOT one stop shopping or a cure
  + Prepare administrators for realistic expectations
  + Real change takes time; the progress won’t happen overnight
  + Fidelity matters
* **2. EXAMINE**
* Goal: To examine the partnership principles and make a commitment to practice them.

There are many ways you can do this. The partnership guidebook is a great resource for you if you’re not familiar with it. It’s on the Big Four website.

* **3. IDENTIFY**
* **Part A: GAINING AND BUILDING BACKGROUND KNOWLEDGE**
* Goal: To determine what the administrators can do to assure implementation of SIM
* Ideally the administrators will attend the PD session, but realistically they will only be able to attend part of it. Identify the 2 hours that are the most critical, and ask administrators to try to make it a priority. Build in choice about how they want to approach the workshops.
* Consider asking/talking about the following:
  + What are the administrators already doing as instructional leaders?
    - Conducting Walk Throughs?
    - Traditional supervision?
    - PLC’s?
    - Mentors?
    - Sharing articles, media, books about quality instruction?
    - Other?
  + What are administrators currently looking for when they go into a classroom?
    - e.g. Written standards on the board?
    - e.g. Cooperative learning strategies?
    - e.g. Questioning strategies?

e.g. Modeling?

* + How is SIM the same or different from the current instructional models being used? (Share the various checklists here.)
  + Build a bridge to help them see how they can integrate the current instructional models with SIM
  + Offer choices about ways the administrators can nurture SIM implementation
    - Conducting regular walk throughs focusing on Cue-Do-Review
    - Giving teachers time to plan lessons together
    - Develop PLC’s or Intensive Learning Teams for teachers to talk about their work
    - Ask teachers to videotape lessons, then both of you discuss the lessons.
    - Use SIM in their own work
    - Focus on partnership principles
    - Participate in a book group where everyone volunteers to be part of the group.
* Question: What would you do at this point if the administrators don’t seem sure about what to do?
* **3.** **IDENTIFY**
* **Part B: SETTING THE GOAL**
* Goal: PD’er and administrators will identify a compelling, specific, measurable goal for supporting/coaching SIM implementation.

As Jim Knight has shared, “Goal setting is a delicate balance, so the process needs to be personalized to {each administrator, the staff and} students’ unique needs.” The following are intended to guide you through the process, but it isn’t a lock step process. More than one meeting/conversation may be required to choose a meaningful goal.

1. Meet with the administrators following the PD session to find out their thoughts.

2. Ask questions that prompt administrators to discuss their ideas about the professional development, e.g. What seemed to go well? What did you learn? What do you have questions about?

3. Ask more probing questions such as, How do you think this fits with your current goals and/or work? What would happen if you focused more on this and less on...?

4. Identify a behavior on which the administrators would like to focus by asking questions such as

* + What would you like to do more of that you’re not doing now?
  + What change would you like to see in your teachers?
  + What change would you like to see in your students?
  + What would this change look like? How would things be different?
  + What would you see and hear?
  + What do you think teachers need to begin to implement?
  + How could we find out from teachers what they think they need?
  + What next steps should we take?
* 5. Target data that can be used to measure the desired behavior. At this point you can share some of the checklists to see if they would work for data gathering. For example, collecting data on the ratio of praise to corrections on each walk through, the use of the linking steps, or the instructional steps of learning strategies. The data might also be unit tests or student progress charts. Admins could keep track of where each teacher’s progress.
* 6. Collaborate with the administrators to name the compelling, specific goal that will generally be focused on a positive change in students’ academic and social skills data. For example, a principal may choose to monitor student time on task in all classes.
* 7. Co-construct an action plan that lays out exactly how the new practice will be implemented
* Let’s focus on an example…
* Monitor how teachers are implementing Cue Do Review
* Co construct a walk through observation checklist
* **4. EXPLAIN**
* Goal: To explain and modify how the new practice will be employed, so that it is tailor made for the administrators’ teachers’ and ultimately the students’ needs
* 1. Meet with the administrator. If you’re working with a group of administrators, meet with all of them together. This meeting could occur via skype or conference call. (Isn’t technology wonderful?)
* 2. Bring copies of checklists or other tools that may be used to gather data, e.g. a classroom observation checklist for Cue Do Review; guidelines for running effective PLC’s to discuss student data; a peer coaching checklist for teachers to coach each other through implementation (Teachers would videotape their lessons. Videos could be discussed and shared in PLC’s, a checklist of ways administrators could discuss videos of classroom observations. These could be sent as attachments in advance.
* 3. Go through the checklist/tool item by item and talk about what each item means. Remember to base each item on effective research practice. (ex
* 4. Come to agreement about what each item on the checklist/tool means, e.g. The teacher will co-construct a learning map with students. What does co-constructing look like? What is the teacher doing? What are the students doing? Use language that is non-judgemental and objective when describing what each item looks like. For example,
* 5. Modify the checklist/tool to reflect the administrators’ input about changes that need to be made.
* 6. Discuss how the administrators will share the observation protocol with staff to help the administrators and staff build a more reciprocal partnership.
* 7. Co-construct any other observation protocols/tools that you might need.
* 8. Confirm the date for your next meeting or check in.
* **5. MODEL**
* Goal: To ensure the administrators know what the new practice looks like and sounds like when it’s employed effectively.
* This is a guide for modeling in one classroom. This will need to be adapted for PLC’s or instructional rounds.
* 1. In advance ask one of the teachers if you can model the practice in their classroom. You might consider modeling in several classrooms and videotaping each lesson. This way, the administrators have a choice about whether they want to come into the classroom and watch you teach on site, or whether they would prefer to watch a video of you modeling the practice. They might choose to observe with the classroom teacher to build that partnership. They might feel more comfortable doing it alone. Using videotapes several administrators could watch a video together and compare notes.
* 2. Get to the classroom early to make sure everything is set up for the lesson. If you are videotaping, place the video where you’ll have the best view of you and most of the class. Videotaping yourself will help you learn more too.
* 3. Ask the teacher to introduce you to the students, talking about why you’re there and what you’re going to do.
* 4. Bring 3 x 5 cards and have the students make name cards if you don’t know their names.
* 5. Model the practice doing everything on the checklist.
* 6. Keep the model between 15 and 30 minutes. Thirty minutes is a long period of time in administrators’ days.
* 7. Download the video onto a computer. Once it’s downloaded put it on a thumb drive or DVD for the teacher and administrators. You want to make it as easy as possible for them to view the lesson.
* 8. Following the model get together and talk about the checklist, what they saw, what might need tweaking, how it felt to use it. Ask for feedback.
* **6. OBSERVE**
* Goal: To partner with the administrators to gather accurate data on the effectiveness of the learning strategy or routine being implemented.
* In this section you are going to co-observe with the administrators. This can be done while you are at the school or via videotape while you are off site. If the administrators have chosen to use SIM in their own practice, e.g. using UNIT planners to organize meetings, have them videotape themselves during a meeting.
* 1. In advance ask the administrators to set up a few observations of the practice being implemented. Ask them to explain to teachers that this is about the administrators’ learning and professional development.

2. Ask to have the lessons videotaped. This would be essential if you won’t be with the administrators observing. The teacher could videotape themselves or someone else could set up the video. For example, students who worked in our television studio set up the video for us. Make sure the camera is set up to record the entire lesson.

3. Observe the lessons and use the checklist. Make sure not to talk about the observation or checklist while you are in the classroom.

4. Make notes of what the teacher does well. Add notes to a comment section of the observation tool.

5. Make sure to thank the teacher for letting you become part of their classroom, etc. This may seem obvious, but many of the teachers in the coaching study told us that they were rarely recognized for their work.

* **7. EXPLORE**
* Goal: To identify what went well during the practice walk through and what adjustments need to be made if the goal hasn’t been met.
* 1. At the start of the meeting both you and the administrators take time to write down three things that went well during the observation. Write comments that are specific to the practice. Compliments are great, but compliments may not offer teachers the genuine feedback they frequently say they want.
  + Non-specific example: “Wow, that was a fabulous lesson!”
  + Specific example: “I like the way you used exit cards at the end of the lesson to review the key characteristics of the concept.”
* 2. Compare notes on your checklists. Talk about what you saw without making judgments. Try to be as descriptive as possible.
* How close were you? Where were there differences? Why were there differences? Do you need to make any changes? This is a time to share ideas without being judgmental. You may have a difference of opinion. That’s ok, that’s what it’s all about.

**8. REFINE**

Goal: To review the administrators’ goals and progress and make changes as needed.

Take a few minutes to look at what has been accomplished so far. Make any adjustments needed and plan for the next leg of your journey.

Have weekly check ins to see how things are going.

**SOME SCENARIOS TO THINK THROUGH BEFORE YOU WORK WITH ADMINISTRATORS**

Scenario One

When you meet with the administrators at the school you find that the Superintendent and School Board have set several goals for the year:

* + Implementing a new student information system
  + Creating Individual Student Learning Plans for each student
  + Increasing achievement in all schools in reading, mathematics and writing
  + Changing school boundaries due to increased student enrollment
  + Meeting state requirements for serving English Language Learners
  + Adopting a new math and science curriculum
  + Passing a bond measure to build new schools and repair current facilities
  + Implementation of SIM in all schools
* How would you navigate all of these priorities while you develop your partnership with the administrators?
* Scenario Two
* The administrators have planned to attend the professional development session, but on the day of the session some students get into a fight, an angry parent charges into the building, and six teachers are out sick but there are only four subs available to fill the positions. Clearly, no administrators will be able to attend the session. How will you follow up with the administrator?
* Scenario Three
* A curriculum director asks you to do a workshop for all of the special education teachers in the district. You’ve been told that the district wants to replace tutoring with Learning Strategies instruction. You’ve also been told the teachers have looked at the LS curriculum and decided they want to first learn Fundamentals of Paraphrasing and Summarizing. The director shares that parents and students don’t really want to give up the tutoring help, but the district feels that the tutoring isn’t addressing the students needs in reading and writing. All of this seems fine to you. Then your gut instinct tells you to ask the director how the district decided to eliminate the tutoring class and replace it with Learning Strategies. She tells you it’s the new Special Ed director’s decision, and teachers aren’t really sure about it.
* What will you do next?

