

VECTOR Group Coaching - Process Guide

Verify Perspectives

Key Components

- Intentional relationship building/ Get to know each other personally & professionally.
- Build a shared perspective among the group.
- Record initial video and post to online platform (following Zoom meeting 1).
- Examine coachees' perceptions, including attitudes and core beliefs.

Skeleton Agenda: Zoom Meeting 1

Checking In

Select a "getting to know you" activity like "Social Constructs" to allow coach and coachees to quickly understand one another personally and professionally. See "Potential Strategic Questions" below for more ideas.

Central Focus

Verify coachees':

- Professional experience
- Professional background
- Level of familiarity with key topics of concern (e.g., specific curricular focus)
- Support for instruction locally? (PLCs, coaching, administration, supportive colleagues...?)
- Curriculum and instruction most used
- Current challenges, worries, etc.

Last Word/Next steps

- Encourage coachees to read pertinent, project-selected readings on the intervention.
 - Coachees should come to the next meeting prepared to discuss potential goals related to their intervention, and to think through potential challenges to implementation.
- Determine norms for meetings & communications. Verify meeting schedule.
- Coaches and coachees should post an initial video to coaching platform – Classroom/School/Office tour – prior to next Zoom meeting.

Resources

- Project-selected readings
- GoReact/Torsh/Edthena/Other "Getting Started" video

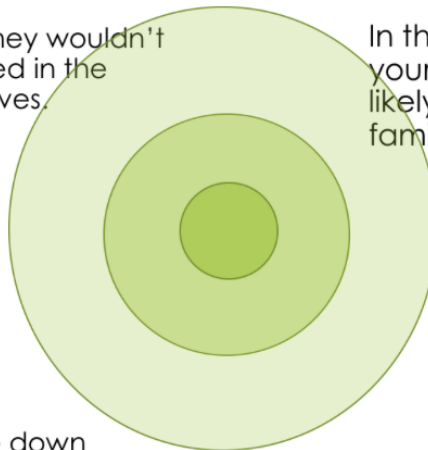
Potential Strategic Questions

- Describe your path to teaching.
- What teaching experiences have you had?
- What guiding principles do you use in your teaching? (e.g., active engagement, technology, management, etc.)
- What principles guide your personal life?
- Compare your classroom to something (e.g., kitchen appliance, grooming tool, building tool, restaurant, etc.) and tell why you chose that item.
 - "My classroom is like a _____ because _____."
- If you described your life as a color, but would it be and why?

Sample Activity

In the inner circle write down your characteristics that are **FUNDAMENTALLY** you. They wouldn't change if you were raised in the Mongolian forest by wolves.

In the middle circle write down your characteristics that are likely due to your family and your familial culture.



In the outside circle write down characteristics of you that are likely due to society. These would possibly be different if you lived a hundred years ago or if you grew up in rural India.

What are characteristics?

- Physical traits
- Values
- Cognitive abilities
- Strengths/weaknesses
- Anything you could use to describe yourself

Examine Influence

Key Components

- Examining sphere of influence; examining readiness to participate in coaching experience; understanding and acknowledging systemic barriers
 - What is within our control, outside of our control, and how do we know?
- Share some reflections on video data (classroom/office tours)
- Understand the definition and purpose of focus of inquiry statements.
- Understand collaborative inquiry protocol (to be used in next Zoom meeting).

Skeleton Agenda: Zoom Meeting 2

Checking In

- One key takeaway from the readings on [select topic] that resonated with me was _____.

Central Focus

Topics to discuss (also see "Potential Strategic Questions" below):

- Solidify understandings of key components of curricular focus
- Definition of focus of inquiry: *a focus of professional learning that begins by identifying a problem or posing a question, and then focuses teachers' work around addressing that problem or question.*
- Examine sample focus of inquiry statements related to curricular focus.
- Preview the DREAMS (See "Resources" section below.).

Last Word/Next steps

- Baseline data gathering: Participants will 15-30-minute video of one model teacher's instruction

Resources

Questions to guide reflection on video viewing:

What is one positive thing you noticed?

In what ways did students show engagement?

In thinking about an "ideal" implementation of your selected intervention, with 5 being perfectly aligned and 0 being not aligned at all, where would you place this lesson?

Potential Strategic Questions

- What challenges to implementation are you anticipating?
- How have you overcome barriers in the past?
- What do you hope for your students?
- What experiences shape your perceptions of your students, teaching, etc.?
- Do you generally believe you can impact students in your classroom? Why/why not?

Sample Activity

- Have all participants draft a focus of inquiry (FOI) about some aspect of their life (health, family, etc., and share it via Padlet. Then have each person talk through how their FOI is the goal of their DREAMS (meets all those criteria).

Commit to Change

Key Components

- Commit to implementation of _____.
- Reflect on video data gathered.
- Draft focus of inquiry (FOI)/Goals. FOI should follow DREAMS:
 - Data-responsive
 - Relevant
 - Environment/Context-specific
 - Attainable
 - Measurable
 - Student-focused
- Affirm teacher-participants as knowledgeable professionals with a choice in setting goals/formulating their own focus of inquiry.

Skeleton Agenda: Zoom Meeting 3

Checking In

- Coachees share reflective thoughts about the video they uploaded of their instruction. Facilitators could use these stems: *One thing I noticed about myself was...* *One thing I noticed about my students was...*

Central Focus:

Topics to discuss:

- Facilitated reflection – coachees think through these questions first on their own (potentially prior to the Zoom meeting) and then facilitator asks coachees to share some of their thoughts. Reflective questions:
 - On a scale of 1-5, with 1 being the worst lesson you've taught and 5 being the best, how would you rank this lesson?
 - What pleased you about this lesson?
 - What would have to change to move this lesson closer to a 5?
 - What would your students be doing differently if your class was a 5?
 - Tell me more about what a 5 would look like.
 - How could we measure that change?
 - Do you want that to be your focus of inquiry/goal?
 - If this lesson were a 5, would it really matter to you?
- Participants share some key parts of their individual reflections.
- Each participant drafts and shares their individual focus of inquiry statement.

Potential questions to assist with drafting focus of inquiry statements:

See "Potential Strategic Questions" below.

Last Word/Next Steps

- End of meeting - challenge to begin initial/outline/steps for TAKE ACTION
- Second video of instruction should be posted in preferred video platform prior to Zoom Meeting 4.

Resources

Potential Strategic Questions

WHO: Who does this change/goal impact? Who may need extra-support for implementation of this change? Who can you turn to for support and help when need regarding this goal?

WHAT: What does attainment of goal regarding change look like, how will we measure? What type of data will support measurement of success? What are the next steps to accomplish this change? What else is needed to accomplish this successfully?

WHEN: What amount of time spent on this goal is reasonable? Why?

WHERE: Where will this change occur? Think: within general education classroom; within MTSS; within tutoring time, etc. Where is the physical location of change? Think: classroom management, logistics

WHY: Why are students impacted by this change? Why are you (the teacher) impacted by this change? Why does this goal matter to you? Why is this the goal you selected?

HOW: How does this goal support your classroom aspirations? How can I support you in attaining this goal? How is this goal student-focused; how do we know? How will we know we have arrived at the end goal? How does this change positively impact students?

Sample Activity

- Have coachees share their draft focus of inquiry statements, and determine whether and how it meets the DREAMS "requirements." Have coachees adjust/revise their preliminary FOI/goal as needed.

Take Action

Key Components

- Strategize what is needed to attain goal.
- Brainstorm resources and solutions.
- Model with videos or live demo.

Skeleton Agenda: Meeting 4

Greetings and checking in

Teacher reflection with coach facilitation

- Review coachee's reflections on data and/or video the coachee uploaded to preferred video-sharing platform.
- Review coach reflections on video after coachee has shared.

Collaborative Consultancy

See "Resources" for consultancy protocol.

Discussion of progress toward goal

Topics to discuss through consultancy protocol:

- Based on the coachee's data and reflections, determine what changes or modifications need to be made (if any) to the preliminary goal that was determined during the "Commit to Change" phase.
- Based on the coachee's data and reflections, discuss key "noticings" related to the goal.
- Discuss what an "ideal" situation would look like for the coachee (e.g., All students are doing X; All of the teachers I coach are working hard to implement X).
- Discuss ideas or strategies the coachee has tried before and the degree of success he/she/they experienced with them.
- Discuss new ideas or strategies the coachee may be interested in trying in order to meet the goal.
- Discuss steps/course of action the coachee will take in order to implement a change that would lead to goal attainment.
- Review the course of action to ensure the coachee is comfortable with it, and determine what will be completed before the next meeting.

Last word/Next steps:

- Continue with planned course of action (adjusting for any iterative changes needing to occur) including data gathering and posting as determined by the coach and coachee.
- Depending on coachee and the goal, the coach might encourage coachee to meet a specific benchmark in the planned course of action.
- Verify date and time for next collaboration.

Resources

***Please add relevant resources for the instruction that is the focus of coaching.

Consultancy Protocol:

This will be a mini-consultancy, where either all participants, or a select number (depending on the size of the group) will participate. Here is the protocol:

1 min: Participant-presenter will share the challenge he/she faces in implementing the selected intervention/strategy.

1 min: Others (not facilitator) will ask clarifying questions and the presenter will not respond.

1 min: Participant-presenter will respond to clarifying questions.

2 mins: Others (not facilitator) will pose ideas in the form of, "I wonder if..." and "Have you thought about..." No judgment statements or "You should..." statements. Participant-presenter will take notes about what he/she hears at this time, and will not respond to others.

1 min: Participant-presenter will highlight key ideas or key learnings he/she heard from others.

Sample Activities

- Model a sample strategy by showing a video of a person implementing a strategy the coachee is working on.
- ***Please add instruction-relevant activities here.

Optimize Performance

Key Components

- Iterative improvement toward goal attainment
- Collect data to measure goal through:
 - Video observations
 - Logs
 - Student samples

Skeleton Agenda: Meeting 5

Greetings and checking in

Teacher reflection with coach facilitation

- Celebrate progress the coachee has made since the last meeting.
- Review coachee's reflections on data and/or video the coachee uploaded to video-sharing platform.
- Review coach reflections on video after coachee has shared.

Discussion of progress toward goal

Topics to discuss:

- Review the coachee's goal and what "success" was determined to look like.
- Review any "baby steps" that were defined as being on track for meeting the goal.
- Discuss specific actions the coachee has taken to meet the goal.
- Discuss coachee's perception of how the planned course of action is going for the coachee as well as for those the coachee is working with (i.e., students if a teacher, staff if a coach)
- Determine whether planned course of action needs to be adjusted at all in order to proceed.
- Determine data to be gathered and posted for next meeting (ideally a recording of classroom instruction, perhaps some student scores/work OR for a coach-coachee, a recorded coaching interaction or other coachee-determined measure that would show progress toward the goal)

Next steps

- Continue with planned course of action, including data gathering and posting as determined by the coach and coachee
- Depending on coachee and the goal, the coach might encourage coachee to meet a specific benchmark in the planned course of action.
- Determine when the next meeting will occur.

Resources**Sample Strategic Questions**

- What can you do right now?
- What do you need in order to be able to take action (strategies, supplies, tech support, accountability partner, cheerleader, etc.)?
- How are you going to measure your progress?
- What are you willing to give up to get what you want?
- Scaled questionnaire or checklist based on coachee's goal (need to create):
- On a scale of 1 to 5, how satisfied are you with the student's progress?
- On a scale of 1 to 5, how effectively do you think you are using the strategy you have chosen?
- What barriers are there to effective implementation?
- On a scale of 1 to 5, at what level of fidelity would you say you are implementing this strategy?
- On a scale of 1 to 5, how would you rank the results of your implementation of this strategy?

Sample Activity

- Complete a questionnaire related to the focus of instruction/goals, and bring it to the next small group session.
- Select student work samples showing progress toward goal completion.

Reflect and Recommit

Key Components

- What worked? What didn't?
- Rigorous self-evaluation
- Recommit to the VECTOR process

Skeleton Agenda: Meeting 6

Greetings and checking in:

- Celebrate coachee's completion of the goal!

Teacher reflection with coach facilitation

- Review coachee's reflections on data and/or video the coachee uploaded to video-sharing platform.
- Review coach reflections on video and/or data after coachee has shared.

Discussion of progress toward goal

Topics to discuss:

- Discuss changes in data the coachee has seen from the start of the process to currently.
- Discuss key learnings, including coachee's assessment of what worked and why, as well as what didn't work and why.
- Discuss coach reflections on coachee's work through the VECTOR process and the growth and/or changes the coach has seen in the coachee's work.
- Verify whether or not the goal has been met, based on the planned course of action and the data collected by the coachee.
- Discuss ways to share success with key stakeholders.
- Determine what baseline data can be gathered to inform a new goal.

Next steps

- Make a plan for collecting baseline data to inform a new goal.
- Determine when the next meeting will occur.

Resources

Sample Strategic Questions

- What worked? What didn't work?
- What accounts for the difference?
- What is next?
- Would you have done anything differently?
- What was most or least valuable?
- What did you find out about yourself or your students during this process?

Graphic organizer for reflecting on what did and didn't work and what to do about it.



The four F's of active reviewing

Sample Activity

Complete the graphic organizer and discuss.