

# VECTOR Individual Coaching - Process Guide

## Verify Perspectives

### Key Components

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

### Skeleton Agenda

#### Checking In

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

#### Central Focus

Verify coachee's:

- Professional experience
- Professional background
- Level of familiarity with key focus topic(s), if applicable
- Support for instruction locally? (PLCs, coaching, administration, supportive colleagues...?)
- Curriculum and instruction most used
- Current challenges, worries, etc.

#### Last Word/Next steps

- Encourage coachee to read or view pertinent resources prior to next session.
  - Coachee should come to the next meeting prepared to discuss ideas for goals, and to think through challenges to implementation.
- Determine norms for meetings & communications. Verify meeting schedule.
- Coach and coachee should post an initial video to coaching platform (e.g., Classroom/School/Office tour) – prior to next Zoom session.

### Resources

- Project-selected readings about \_\_\_\_\_ (focus topic, if applicable)
- GoReact "Getting Started" video
- Example Classroom Tour video



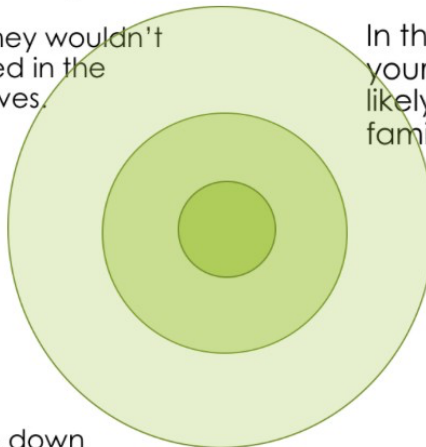
## Potential Strategic Questions

- Describe your path to teaching.
- What is a typical day for you?
- What are you and/or your students working on currently?
- 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 \_\_\_\_\_."

## 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

- Examine sphere of influence.
- Examine readiness to participate in coaching experience.
- Understand and acknowledge systemic barriers.
  - What is within our control, outside of our control, and how do we know?
- Share reflections on video data (classroom/office tours)
- Understand the definition and purpose of focus of inquiry statement.

### Skeleton Agenda

#### Checking In

- One key takeaway from the readings on [resource shared during last session] that resonated with me was\_\_\_\_\_.

#### Central Focus

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

- Solidify understanding of key components of focus topic, if applicable
- Begin to think about a possible focus of inquiry: *a focus of professional learning that begins by identifying a problem or posing a question, and then focuses the coachee's work around addressing that problem or question.*
- Examine sample focus of inquiry statements.
- Preview DREAMS goals (See "Resources" section below.).

#### Last Word/Next steps

- Baseline data gathering: Coachee will post a 15-20-minute video of his/her/their instruction relevant to the potential focus area.

### Resources

- To be drafted during next meeting: Set the goal of their DREAMS:
  - Data-responsive
  - Relevant
  - Environment/Context-specific
  - Attainable
  - Measurable
  - Student-focused

### 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?
- Tell me more about how you know that is true.
- What experiences have you had that make you believe that?
- What are some alternative ways to think about that?
- Is that something you can impact? How do you know?

### Sample Activity

- Examine a limiting belief the coachee has with Byron Katie's four questions:
  1. Is this true?
  2. Can I absolutely know this is true?
  3. How do I react when I think this thought or believe this thought?
  4. Who would I be without this thought?

*Source: [theageofideas.com/Byron-katies-four-questions/](http://theageofideas.com/Byron-katies-four-questions/)*



## Commit to Change

### Key Components

- Commit to a goal.
- Reflect on video data gathered, especially as it relates to potential goal.
- Draft a Goal. The Goal should be a goal of your DREAMS:
  - Data-responsive
  - Relevant
  - Environment/Context-specific
  - Attainable
  - Measurable
  - Student-focus
- Affirm coachee as a knowledgeable professional with a choice in setting goals/formulating his/her/their own goals.

### Skeleton Agenda

#### Checking In

- Coachee shares reflective thoughts about the video they uploaded of his/her/their potentially goal-relevant instruction. Coach could use these stems to initiate reflective thinking for coachee: *One thing I noticed about myself was...* *One thing I noticed about my students was...*

#### Central Focus:

##### *Topics to discuss:*

- Facilitated reflection – coachee thinks through these questions first on their own (potentially prior to the Zoom meeting), and then coach asks coachee to share some of their thoughts. Reflective questions:
  - On a scale of 1-10, with 1 being the worst lesson you've taught and 10 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 10?
  - What would your students be doing differently if your class was a 10?
  - Tell me more about what a 10 would look like.
  - How could we measure that change?
  - Do you want that to be your goal?
  - If this lesson were a 10, would it make a difference to you?
- Coachee shares their thoughts about the questions above.
- Together, the coach and coachee draft a goal statement.

See "Potential Strategic Questions" below to assist with drafting a goal statement.



### Last Word/Next Steps

- End of meeting - challenge to begin initial/outline/steps for TAKE ACTION
- Consider posting a second video in coaching platform prior to the next session.

### 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 coachee share his/her/their draft goal statement, and determine whether and how the goal meets the DREAMS criteria. Have coachee adjust/revise his/her/their preliminary goal statement as needed.
- Have coachee visualize or draw an image showing what completion of the goal might look like, and describe the visualization or image.



## Take Action

### Key Components

- Strategize what is needed to attain coachee's goal.
- Collaboratively brainstorm resources and solutions.
- Model with videos or live demonstrations as appropriate and available.

### Skeleton Agenda

Greetings and checking in

Teacher reflection with coach facilitation

- Review coachee reflections on data and/or videos uploaded.
- Review coach reflections on video after coachee has shared.

Discussion of progress toward goal

*Topics to discuss:*

- 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.

*Potential questions to ask:*

See "Potential Strategic Questions" below.

Last Word/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 coachees to meet a specific benchmark in the planned course of action.
- Determine when the next meeting will occur.

### Resources

One resource for video models:

<https://www.teachingchannel.org/videos>

Article on “voice coaching” – empowering teachers to find their voices:

<https://jenniferabrams.com/new-way-thinking-beginning-teacher-coaching-garmstons-costas-states-mind/>

### Strategic Questions

- Tell me again, what will success look like?
  - Paint a clear picture of the ideal. (What exactly are students doing - behaviors, products, etc.?)
  - Have you seen examples of it before?
  - How close are you right now?
- What have you tried in the past?
  - What worked? What didn't?
- Is there any strategy you've been interested in trying before, but haven't?
- How could we break the goal down into manageable steps?
  - Knowing that success breeds success, what would our first opportunity for success look like? Our next success?
  - As we think about scaffolds, what would be the scaffolds students may need?
  - What performance markers will indicate that a scaffold can be removed (and celebrated - e.g. sentence frames→sentence stems→complete sentences independently)?
- What are the variables that might affect how we approach the goal (e.g. student needs, etc.)?
  - What consequences can you live with?
- How are you going to measure your progress?
- What are you willing to give up to get what you want?





## Sample Activities

- Model a sample strategy by showing a video of a person implementing a strategy a coachee is interested in trying.
- Review a lesson plan and discuss how coachee might implement it.
- Review a coaching philosophy (e.g., [jenniferabrams.com](http://jenniferabrams.com) link above) and discuss how coachee might use it.



## Optimize Performance

### Key Components

- Iterative improvement toward goal attainment
- Collect data to measure goal through:
  - Video observations
  - Logs of work and progress
  - Student work samples
- Reflect on progress.

### Skeleton Agenda

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 preferred system.
- Review coach reflections on video or other data 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)

*Potential questions to ask:*

See "Potential Strategic Questions" below.



### 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

Scaled questionnaire or checklist based on coachee's goal (co-created)

### Potential Strategic Questions

- On a scale of 1 to 10, how satisfied are you with your progress?
- On a scale of 1 to 10, 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 10, at what level of fidelity would you say you are implementing this strategy?
- On a scale of 1 to 10, how would you rank the results of your implementation of this strategy?
- What would it take to make it two points higher?
- What can you do right now?
- What additional resources do you need (strategies, supplies, tech support, accountability partner, cheerleader, etc.)?

### Sample Activities

- Complete checklist or have someone else complete checklist based on goal (e.g., specific strategy, instructional practice)
- Have the coachee determine what he/she/they will focus on between now and the next meeting (student progress, effective implementation, fidelity, results).



## Reflect and Recommit

### Key Components

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

### Skeleton Agenda

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 coaching 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.

*Potential questions to ask:*

See "Potential Strategic Questions" above.

Next steps

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



## Resources

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



The four F's of active reviewing

## Potential 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?

## Sample Activity

- Complete the graphic organizer and discuss.
- Make a plan to share key learnings with colleagues, students, or administration (if appropriate).

