



**PENNSYLVANIA INSTITUTE FOR
INSTRUCTIONAL COACHING**

*A partnership of the Annenberg Foundation and
the Pennsylvania Department of Education*

Pennsylvania Institute for Instructional Coaching

**Professional Development
July 25- 27, 2011**





**PENNSYLVANIA INSTITUTE FOR
INSTRUCTIONAL COACHING**

*A partnership of the Annenberg Foundation and
the Pennsylvania Department of Education*

PAHSCI



PIIC



The primary purpose of professional learning is to improve educator practice and student results. Continued improvement of individuals, schools and school systems depends on high-quality professional learning.

Stephanie Hirsh, Executive Director, Learning Forward

**Learning for educators leads to
learning for students.**

That means...

- **23 IUs will each have one PIIC mentor**
- **23 IU mentors will provide one-on-one and small group support to instructional coaches and other school leaders**
- **23 IU mentors will be supported by regional mentor coordinators**
- **Multiple professional learning opportunities for coaches and mentors**

www.instituteforinstructionalcoaching.org

and

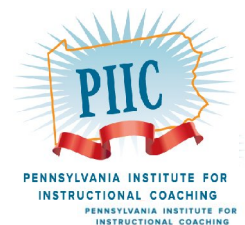
www.pacoaching.org



The PIIC Model...

PIIC's model of effective coaching is based on these core elements...

- 1. Working one-on-one and in small groups to support teachers, coaches and other school leaders**
- 2. Using evidence-based literacy practices**
- 3. Supporting reflective and non-evaluative practice**
- 4. Focusing on collecting and analyzing data to assess student needs**



Sorting activity

- **Each table has two sets of pictures, one set for each group of 4 teammates.**
- **Find your partners!**
- **What similarities can you draw between what you do and what your pictured people do?**

Please Do Now...

- **Read the following two statements.**
- **Underline the six (6) words that stand out for you.**
 - **Turn and talk to your partner.**

Do Now

“The coach’s main role deals with expanding the ability to see contexts, rather than supplying content. The person being coached then sees new ways to utilize existing skills.”

“ ...Coaching allows the coachee to observe oneself as a self, to acknowledge the narrowness and limitations of that self, and to expand that self beyond its boundaries, beyond the horizon of possibilities available to the coachee’s own intervention.”

Collaborative partnership is like a good marriage

- **Listen with intent to understand.**
- **Respect other's points of view.**
- **Acknowledge a person's right to choose.**
- **Listen more than you talk.**
- **Support partner in achieving his/her goals.**
- **Lose the ego!**



How do coaches build collaborative partnerships?

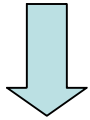
Help teachers recognize what they need to learn

Help teachers recognize what they know

Help teachers recognize what they can do

The coach as *Classroom Supporter...*

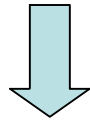
**Co-
planner**



*~planning
successful
instruction
w/
individuals
or team of
teachers*



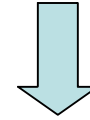
Co-teacher



*~ co-teaching
~ modeling
~ observing*



**Feedback
Provider**



*~ offering
feedback
through
reflection
conferences*

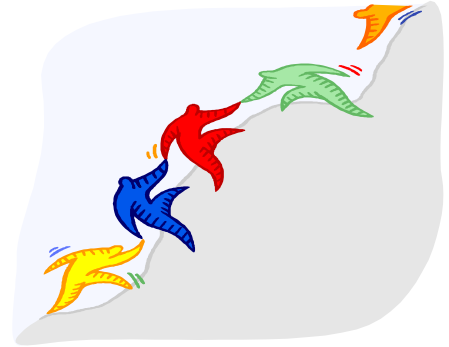


Most important role of the coach

Norms of Collaboration

Adapted from William Baker, Group Dynamics Associates

- 1. Pausing**
- 2. Paraphrasing**
- 3. Probing**
- 4. Paying attention to self and others**
- 5. Presuming positive intentions**
- 6. Putting ideas on the table**
- 7. Pursuing a balance between advocacy and inquiry**



Which Norm is most important?

- Rank each Norm in order from 1 – 7. One is the most important to seven being the least important.
- Turn to your partner and share your rankings.
- Table talk: reach table consensus and rank all 7 Norms.

Norms of Collaboration Analysis

Form

Time for reflection...

- **Think about a time when you worked in a group.**
- **Using the *Assessing Seven Norms of Collaborative Work* tool, rank yourself on the continuum.**
- **Table talk: share your thoughts**

Assessing the Seven Norms of Collaborative Work

Low

High

Pausing



Paraphrasing



Probing



Putting Ideas on
the Table



Paying Attention to
Self and Others



Presuming
Positives



Balancing
Advocacy and Inquiry



The BDA Coaching Cycle

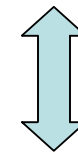
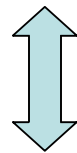
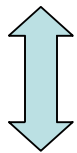
Before



During



After



*- pre-conference
for planning
successful
instruction w/
individuals or
team of
teachers*

*- co-teaching
- modeling
- observing
- data
collection*

*- offering
feedback
through
reflection
conferences*

Jot-a-thought...



On one side of the pink 3 x 5 card, write three things you think should be included in the “before” stage of the BDA cycle;

On the other side of the 3 x 5 card, write three things you think should be included in the “after” or debriefing stage of the BDA cycle.

The “Before” Planning Stage

An Instructional Coach works collaboratively with the teacher to . . .

- 1. Identify the focus for the visitation**
- 2. Review instructional goals and materials**
- 3. Clarify the role of the coach during the classroom visitation**
- 4. Identify what the teacher should watch for during a model lesson**
- 5. Co-construct visitation form**
- 6. Establish a time for debriefing**

The “During” Classroom Visit

(The coach may model, co-teach, or focus on the agreed upon items identified in the “before” stage.)

- 1. What happened during the classroom visit?**
- 2. Based on your “before” meeting, were you able to capture what the teacher wanted you to look for during the lesson?**
- 3. What are the implications for you as a coach or mentor in this process?**

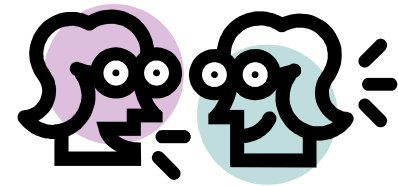


The “After” Stage

- 1. Re-iterate the focus of the classroom visit.**
- 2. Pose questions to foster collaborative reflection on the lesson.**
- 3. Share the agreed upon data collected from the visit and collaboratively review what can be learned.**
- 4. Offer one or two ideas or suggestions based on the focus of the visitation.**
- 5. Plan next steps with the teacher.**

Giving Feedback

- **Feedback is best when it is:**
 - **Specific**
 - **Timely**
 - **Not judgmental**
 - **Descriptive of behavior**
 - **Constructive (specific what could be done differently)**
 - **“Owned” by the person giving it**
 - **Given in a caring and tactful way**
 - **Given without expectations**



Giving Feedback

- **Feedback is best when the receiver:**
 - **Seeks it from a trusted advisor**
 - **Is not defensive (does not justify or explain it)**
 - **Is willing to take credit for what went well, as well as for what did not**
 - **Looks for alternatives**
 - **Listens actively for understanding**
 - **Asks for clarity or specifics, if needed**
 - **Senses that the giver cares**

How might these ideas help you deliver feedback in your role as a coach or mentor?



Any bumps in the road?

**What questions do you still have
about the BDA process?**



The Classroom Visit

'The History Lesson'

Prepare a debriefing of this lesson

- One of you will act as the teacher**
- One of you will act as the coach**

TASKS:

- Script questions for a debriefing session**
- Pair/share and table talk**

Practice, Practice, Practice...

[Click to view the video](#)

Seinfeld History Lesson



Ticket Out the Door



What did you learn about the importance of the BDA process in coaching?

