


Student-Focused Coaching:

Helping Every Teacher Succeed

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Potential Conflicts of Interest

- Wonders & Wonder Works (MHE) member of author team
- Author of various books and assessments including *The Quick Phonics Screener QPS* (2017) *Conquering Dyslexia* (Hasbrouck, 2020); *Student-Focused Coaching* (Hasbrouck & Michel, 2022); *Climbing the Ladder of Reading & Writing* (Young & Hasbrouck, Eds. in press)
- Board member: Read Washington readwa.org
- Private consultant

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ReadW@ Event

The Science of **School Leadership**

Saturday, January 21
10 AM-12 PM PT



Pati Montgomery
Schools Cubed

View recording at
readwa.org

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Overview

- **WHY** is coaching valuable?
- **WHAT** does coaching look like?
- **WHO** provides coaching?
- **HOW** can coaching be successful?

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Why Coaching?

"By now, most serious studies on education reform have concluded that the critical variable when it comes to kids succeeding in school isn't money spent on buildings or books but, rather, the **QUALITY OF THEIR TEACHERS.**"

Steven Brill *The New Yorker* August 31, 2009

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Why Coaching?

Providing **QUALITY** instruction is
HARD WORK!

Teachers need and deserve support!

TIME, resources, information, strategies,
skills...

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Impact of Traditional PD

“Across the U.S., school systems spend tens of billions of dollars annually on professional development (PD) to help teachers...with limited results to show for these investments.”

Kraft, M.A., Blazar, D., Hogan, D. (2016).
The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. Brown University Working Paper.

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Impact of Traditional PD

- Meta-analysis of 37 studies with causal design.
- Critical features: job-embedded practice, intense and sustained durations, a focus on discrete skill sets, and active learning.
- Found pooled effect sizes of .57 on instruction and .14 on literacy achievement.

Kraft, Blazar, & Hogan (2016)

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Defining “Coaching”

TRIADIC, INDIRECT service delivery model

consultant → consultee → client

COACH → TEACHER(s) → STUDENT

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Coaching Models

Technical

Consortium of Reading Excellence CORE
Wilson, other commercial programs

Problem Solving

Sugai & Tindal; Kampwirth

Reflective Practice

Cognitive Coaching™ Costa & Garmston

Peer Coaching

Joyce & Showers

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Peer Coaching

Coaching is a collegial process “characterized by an **observation** and **feedback** cycle...”

Beverly Showers & Bruce Joyce (1981)

BUT ... years of research led Joyce & Showers to *rethink* coaching

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Peer Coaching

“We have found it necessary and important to omit verbal feedback as a coaching component. When teachers try to give one another feedback, collaborative activity tends to disintegrate.”

“Collaborative planning is essential...”

“[Coaching] must operate in a context of training, implementation, and general school improvement.”

Beverly Showers & Bruce Joyce (1996)

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The Evolution of SFC Model

1985: Jan became a “coach”

1986: Entered doctoral program
U of Oregon with Dr. Jerry Tindal

1986-1992: Research on school-based consultation:
Responsive Consultation
Hasbrouck & Garrison (1990); Hasbrouck (1991);
Hasbrouck, Tindal, & Parker (1994)

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The Evolution of SFC Model

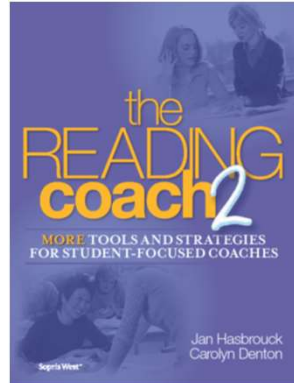
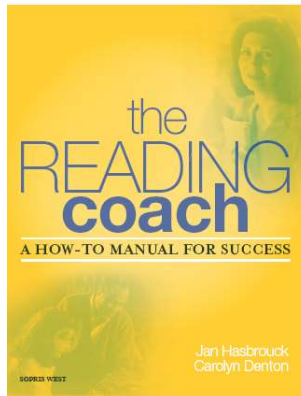
1992-2001: Texas A&M Faculty
School Psychology & Special Ed/At-Risk

Dr. Jan Hughes: *Responsive Systems Consultation*
Hughes et al. (2001)

Carolyn Denton: *Student-Focused Coaching*
Hasbrouck et al. (2003); Hasbrouck & Denton (2005;
2007; 2009); Denton & Hasbrouck (2009);
Hasbrouck (2017)

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The Evolution of SFC Model

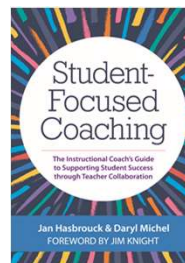


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The Evolution of SFC Model

2015: Dr. Daryl Michel

- New definition
- New goals
- **LOTS** of fresh ideas!



2020: Connected with Brookes Publishing

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SFC Definition

“A cooperative, ideally collaborative, professional relationship with colleagues mutually engaged in efforts that help maximize every teacher’s skills and knowledge to enhance student learning.”

Hasbrouck & Michel (2022)

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SFC Definition



Coaches have
NO POWER
and
NO AUTHORITY!

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SFC Definition

Coaching vs Supervision?

1. Purpose: Evaluation of professional competence
2. Cooperation
3. Legal requirements of roles

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Goals of SFC

- Goal #1** Enhance student learning
- Goal #2** Maximize every teacher's knowledge and skills
- Goal #3** Learn from each other
- Goal #4** Prevent future problems

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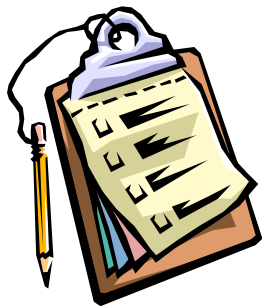
WHO Provides Coaching?

- **Experienced** teachers
- Strong **knowledge-base**
- Success in **providing effective instruction**, especially to struggling students
- **Training** in how to **work with peer colleagues** to improve students' success

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Coaching Activities & Skills

GENERIC across all coaching roles



- Defining the Role of “Coach”
- Trust building/ “Enrolling” Colleagues
 - Time Management
 - Communication Skills
 - Collaborative Planning
- Team Facilitating; Team Problem Solving
 - Data Collection & Analysis
 - Interviews
 - Observations
- Providing Specific Feedback for Improving Skills
 - Assessments (formal & informal)
 - Evaluating Outcomes
 - Conducting Inservice Trainings
 - Systems Level Consultation

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WHO Provides Coaching?

- **Experienced** teachers
- Strong **knowledge-base**
- Success in **providing effective instruction**, especially to struggling students
- **Training** in how to **work with peer colleagues** to improve students’ success
- Receives **SUPPORT** for providing coaching (including a clear role definition & TIME)

Essential partners: PRINCIPAL & COACH

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Best Practices Checklist for SFC Administrator/Supervisor Partners

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SFC Roles

Facilitator

- Assist with logistics
- Build relationships
- Support the implementation of systems

Collaborative Problem-Solver

- Provide targeted professional development and learning
- Solve classroom-based problems
- Build relationships: question, listen, converse

Teacher/Learner

- Learn about and share effective, proven strategies
- Observe lessons/provide feedback

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SFC Roles

ADDITIONAL POSSIBLE ROLES?

- Management?
- Administration?
- Supervising?
- Teaching?

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SFC Roles

Facilitator

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- Build relationships
- Support the implementation of systems

Collaborative Problem-Solver

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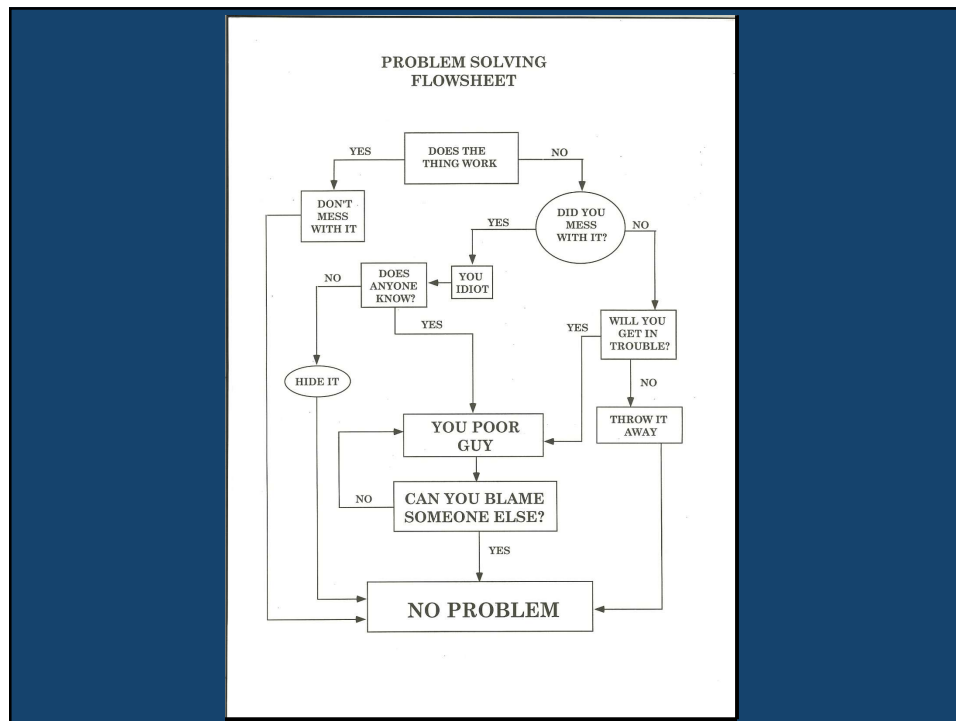
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SFC Problem-Solving Process

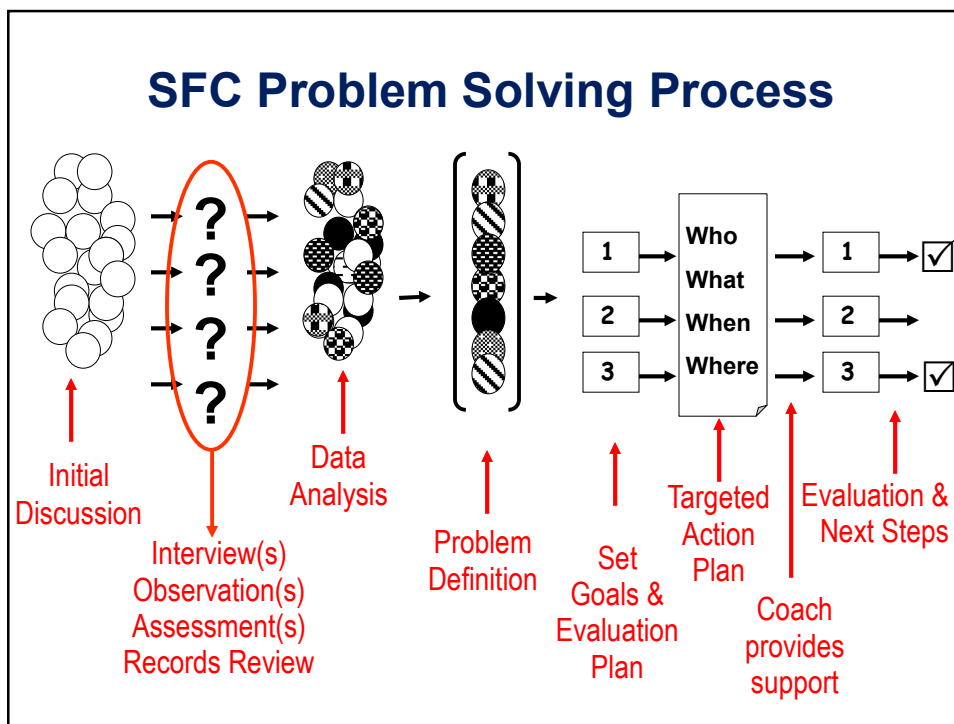
Coaching “problems”?

- Molly is not making progress in oral reading fluency.
- Lamont’s benchmark scores fell from strategic to intensive levels.
- Roberto is off-task for much of the reading period each day.
- Mrs. Mackey’s lowest reading group is not making progress.
- Mr. Romero says that several students struggle with reading their science and social studies materials.
- Ms. Martin stressed about implementing the new curriculum.
- Etc., etc....

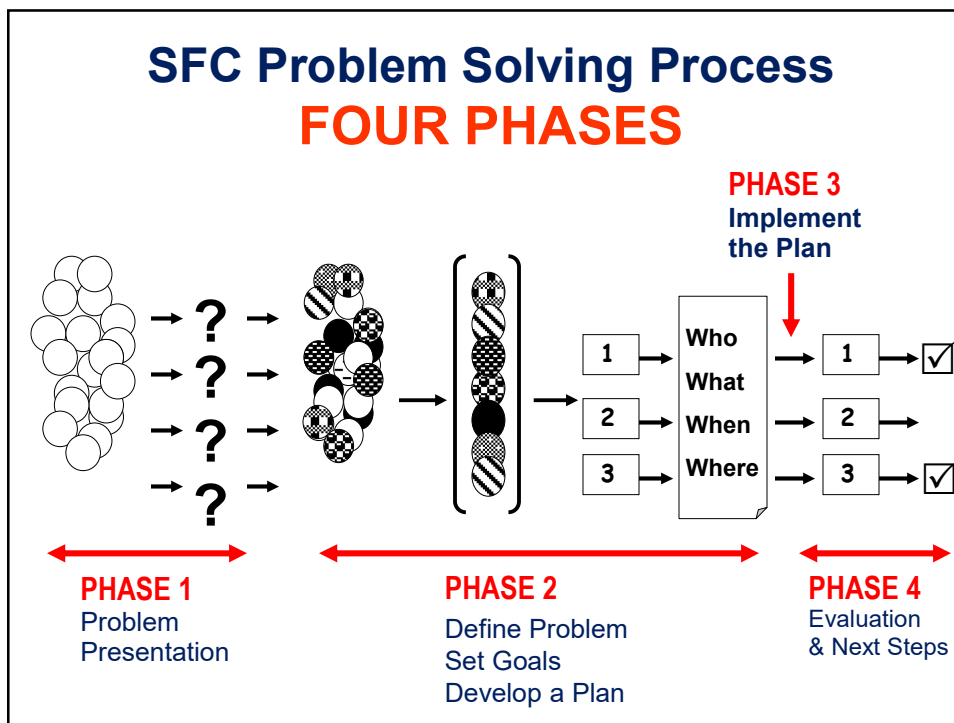
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SFC Problem-Solving Process

The Role of the Coach?

Come up with the **PERFECT PLAN** that is sure to **SOLVE** the problem?

- **MANAGE** the collaborative planning process effectively and efficiently
- **HELP** to (a) develop, (b) effectively implement, and (c) evaluate the outcomes of a plan — based on data **AND** responsive to the teacher's needs, resources, and skills

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SFC Problem-Solving Process

How long does this take??

Remember the purpose:

- #1** Provide professional development
- #2** Solve the problem
- #3** Create a collaborative relationship

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SFC Problem-Solving Process

How long does this take??

MOVE **FASTER** if:

- (a) Problem is “small” and easily targeted
- (b) Partnership has already been established

MOVE **SLOWER** if:

- (a) Problem is multi-faceted and long-term
- (b) Newer professional partnership

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2 hrs. 5 min
9:50-10:15
10:40-10:55
11:40-12:00
9:10-9:25
What Am I?
Pages 49-53
Total time on this sheet!

Name: Shelly

1. What color is the sky? (pg. 49)
The color is blue.

2. What lights up? (pg. 49)
The sky lights up.

3. When is the land wet? (pg. 49)

4. Where can I fly? (pg. 50)

5. What do you do when I come after you? (pg. 51)

6. When can you see me? (pg. 52)

7. How do I look? (pg. 53)

✱ ✱ ✱ ✱

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36 (V)

WB3 Level 4: Unit 16
"The Boy Who Called Wolf"
Pages 85-93

Name: Shelly

1. What was the boy's work? (pg. 85)
He was looking after sheep.

2. Why did the boy play a trick? (pg. 86)
I'll make the people come to me.

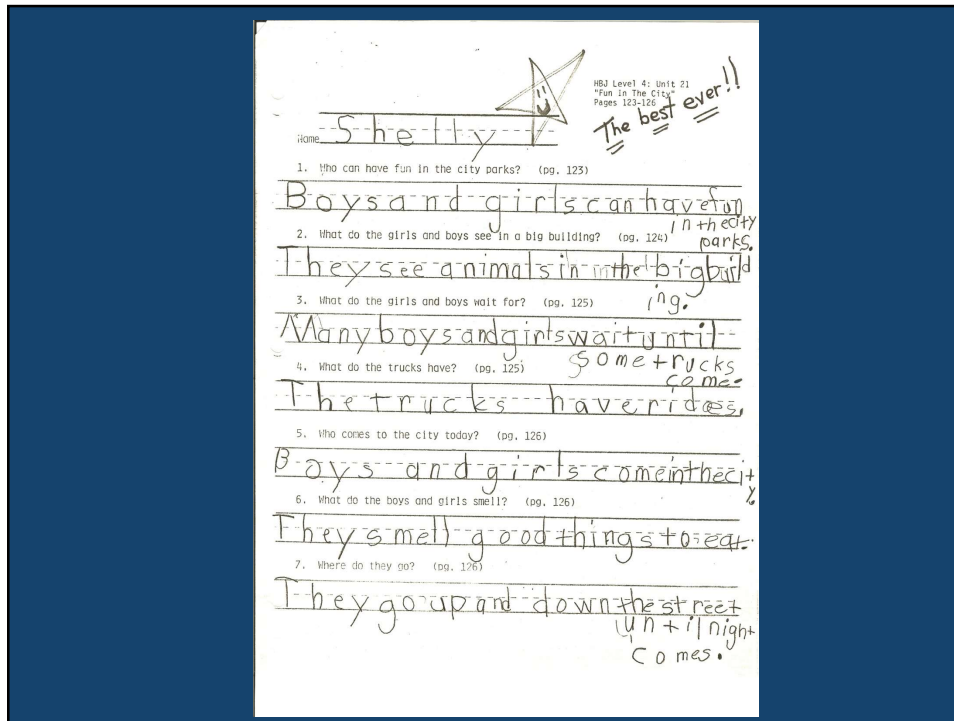
3. Who came to help the boy? (pg. 87)
A man ran up the hill to help the boy.

4. What did the boy do when he did see a wolf? (pg. 92)
The boy jumped up and called the help.

5. Did the man come then? (pg. 93)
The man did not come then.

6. Why didn't the man come to help when the boy saw the wolf? (pg. 93)
But the man did not come back.

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Working with Colleagues

“A cooperative, ideally collaborative, professional relationship with colleagues mutually engaged in efforts that help maximize every teacher’s skills and knowledge to enhance student learning.”

Hasbrouck & Michel (2022)

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Working with Colleagues

Seven Ideas for “ENROLLING” Colleagues

adapted from Jim Knight (2007)

1. Introduction by your administrator

Best Practices Checklist for SFC Principal/Supervisor Partners

- (1) Understand the **ROLE** of coaches. The coach's job is to provide support for professional development and learning. Coaches primarily spend their time engaged in activities categorized as *Facilitator, Collaborative Problem Solver, or Teacher/Learner.*

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Working with Colleagues

Seven Ideas for “ENROLLING” Colleagues

adapted from Jim Knight (2007)

1. Introduction by your administrator

Best Practices Checklist for SFC Principal/Supervisor Partners

- (4) Take responsibility to clearly **DEFINE** and **DESCRIBE** the coach's role to the teaching staff, including the confidentiality of the process.

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Working with Colleagues

Seven Ideas for “ENROLLING” Colleagues

adapted from Jim Knight (2007)

1. Introduction by your administrator
2. Regular, planned 1:1 conversations (“Facilitator Questions”):
 1. What is working well for you?
 2. Are ALL of your students making progress? Share current data if available.
 3. Do you have any questions or suggestions for me?

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Working with Colleagues

Seven Ideas for “ENROLLING” Colleagues

adapted from Jim Knight (2007)



3. Small-group presentations (Teacher/Learner)
4. Large-group presentations (Teacher/Learner)
5. Informal conversations (Facilitator)
6. Advertise!

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Thanks to
Shelly Copeland!

Sacajawea
Elementary
Vancouver SD
Vancouver, WA


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Instructional Coaching Menu

INSTRUCTION

- Classroom Coverage: Cover your class to provide you with the opportunity to observe other colleagues in action.
- Co-Plan: Work together through conversation to collaboratively plan a lesson, unit, or activity
- Assistance with Differentiating: Assist in creating assignments and activities that provide scaffolding and various levels for tiered students.
- Gather Resources: Assist in finding resources
- Conversations: Identify issues and needs, set goals, and problem solve
- Co-Teaching: Plan cooperatively and teach a lesson together
- Model Lesson: Model a lesson in your classroom so you can observe a specific skill, strategy, standard, etc.
- Collaborate to create intervention plans for targeted students
- Student-Focused Classroom observations to provide feedback on a targeted intervention plan
- Reflection: Reflect on student learning and teaching through conversation and observation



ASSESSMENT

- Classroom Data: to assist and serve as another pair of hands for a lesson or another pair of eyes to collect data for a "specific focus!"
- Data Discussion: Collaboratively analyze data to make instructional decisions
- Progress Monitor: Progress monitor students and track data for targeted students
- Informal Assessment: Independent Reading Conferences

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Thanks to
Shelly Copeland!



Sacajawea
Elementary
Vancouver SD
Vancouver, WA

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OTHER IDEAS....

- Listening and Support: Provide an open and confidential ear for a topic of your choice.
- Networking: Help you network with other teachers in the school or district.
- Facilitate a training based on need (i.e. instructional strategies for teaching vocabulary)
- Tech Support: Create anchor charts that enhance student engagement
- Organization: Assist with getting literacy interactive notebooks going in your classroom
- Discuss classroom management strategies
- Reading Wonders Technology: Assist with getting your students access to leveled readers online, assigning and managing assignments, administering assessments online
- Watch Professional Development Videos together, reflect, and implement newly learned instructional strategies (ConnectED)

<p>WAYS TO MEET WITH ME:</p> <ul style="list-style-type: none">➤ Individually➤ PLC/Grade Level Team➤ Small group	<p>POSSIBLE TIMES TO MEET:</p> <ul style="list-style-type: none">* During your planning time* Before school* After school
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I am here to work collaboratively with you to meet the needs of our students at Sacajawea!

Shelly Copeland
Literacy Facilitator
Room 22

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Working with Colleagues

Seven Ideas for “ENROLLING” Colleagues

adapted from Jim Knight (2007)

3. Small-group presentations (Teacher/Learner)
4. Large-group presentations (Teacher/Learner)
5. Informal conversations (Facilitator)
6. Advertise!
7. Administrator referral (with confidentiality)

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Working with Colleagues

Before we continue...

Do you **RECOGNIZE** any of these four “types” in **YOUR** colleagues?

Where would **YOU** fit **NOW** if you were receiving coaching? Where were you in your first year(s) of teaching?

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Working with Colleagues

Four Types of Colleagues

1. EAGER for help & OPEN to trying new ideas
2. EAGER for help but RESISTANT to trying new strategies
3. NOT SEEKING immediate assistance but NOT RESISTANT
4. NOT SEEKING assistance & RESISTANT

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Working with Colleagues

1. EAGER for help & OPEN to trying new ideas

Facilitator: Encourage, network

Collaborative Problem-Solver: Build skill & professional repertoire of skills, strategies, resources

Teacher/Learner: Watch for appropriate professional learning opportunities

Share success stories to build caseload!

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Working with Colleagues

2. EAGER for help but RESISTANT to trying new ideas

Watch your time!

But keep the door open; regularly use *Facilitator Questions*:

- What is working well for you?
- Are ALL of your students making progress?
- Do you have any questions or suggestions for me?

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Working with Colleagues

3. NOT SEEKING immediate assistance & NOT RESISTANT

- Use “enrollment” strategies
- Use *Facilitator Questions* regularly to “keep the door open”
- Share success stories publicly

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Working with Colleagues

4. NOT SEEKING immediate assistance & RESISTANT

COOPERATION a minimum requirement...

- Leadership creates a collaborative culture and climate focused on student success
- Share student data: Public & nonjudgmental
- Use *Facilitator Questions*
- Keep advertising; share success stories publicly

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Working with Colleagues

4. NOT SEEKING immediate assistance & RESISTANT

- Take the teacher's point of view: Consider costs AND benefits
- You cannot change other people
- You can change YOUR behavior & how YOU respond
- Wishing they were different won't change the situation
- It is not about winning or losing. "Coaching is about the kids!"

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Working with Colleagues

Coaches must
**DIFFERENTIATE
COACHING**
like we ask teachers to
differentiate their instruction

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Overview

- **WHY** is coaching valuable?
- **WHAT** does coaching look like?
- **WHO** provides coaching?
- **HOW** can coaching be successful?

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Thank you!



Let's all work
TOGETHER to help
every **TEACHER**
and every
STUDENT succeed!

 @janhasbrouck

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