

Training Module 2

Coaching: A Formative Process

Resource Packet



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The Coach and the Evaluator

Bob Tschannen-Moran and Megan Tschannen-Moran

Evaluation and coaching can work at cross-purposes if schools blur the distinctions between them.

Educators are familiar with the well-worn choreography of the typical supervisory conference: "Three to glow on, three to grow on." Three compliments regarding things the supervisor likes, followed by three suggestions for improvement. Three steps forward, three steps back.

But those three steps back cover a lot more territory than the three steps forward. Criticism stings, even when it's offered with the best of intentions. It can provoke frustration, fear, and a sense of failure. It can stimulate resentment and resistance, undermine self-efficacy, and increase unwillingness to change. In short, it can make performance improvement less, rather than more, likely.

Such conferences reflect the unfortunate blurring of the line between evaluation and professional development in schools. On the one hand, evaluation is a grading of an individual's performance. On the other hand, most supervisors hope this assessment will improve that performance. They may set performance-improvement goals in light of the assessment, with or without the threat of negative consequences if the employee doesn't meet those goals. They may also offer resources, such as mentoring, coaching, and training, to assist the professional in his or her efforts.

But these approaches typically generate little growth. Why do people fail to change in response to such initiatives? Why do they ignore mandated improvement goals? Why do power struggles, rather than cooperative efforts, so often ensue?

Getting Clear About the Terms

The answers to these questions require clarity concerning the differences between evaluation and professional development. Evaluation is not a prelude to development, and development is not a

consequence of evaluation. Each function has a valuable place in schools, and schools would do well to learn how to do both better.

From an organizational point of view, evaluation is a key function of bureaucratic organizations, whereas development is a key function of professional organizations. Bureaucratic organizations rely on elements such as hierarchy of authority, a division of labor with specialization, and standardization of work processes. Evaluations are conducted against these standards. Professional organizations are marked by collective inquiry, reflection, shared norms, and standardization of skills. Ongoing professional development is one of those norms.

Schools have always combined both bureaucratic and professional elements, but professional development has often taken a backseat to evaluation. Those who hold the power to create incentives, evaluate performance, and mete out consequences for noncompliance usually have the upper hand.

However, when the balance of power tips too far in favor of bureaucratic elements, schools experience the pitfalls of bureaucracies: Rules replace trust, communications become constrained, people hide problems, management becomes intrusive, and cooperation is withheld. Such pitfalls inevitably take a toll on the essential work of schools—student learning. Ironically, this often leads bureaucracies to redouble the pressure to get things right. They conduct even more evaluations and apply even more pressure on their employees to "shape up or ship out." The evaluators and bureaucrats may have won the battle, but schools are no longer happy places, and student success is increasingly at risk.

Such is the state in which many schools find themselves today. Teachers and school leaders alike yearn for schools that embody more adaptive responses, a collective press for excellence, open communication, collaborative relationships, and a culture of learning that extends beyond the students to include all stakeholders.

To that end, schools are increasingly looking to coaching and other relationship-based professional development strategies to improve the skills and performance of teachers and school leaders. Such interventions lead to schools that are more happily and productively engaged in the work of student learning.

Enter the Coaches

From the inspectorial committees of distinguished citizens in the 18th century to the scientific management principles and general supervisors of the early 20th century, U.S. schools historically have had strong elements of bureaucratic organization. They have also had persistent elements of professional

organization, including special supervisors and other resource personnel to support the work of teachers by visiting classrooms, demonstrating techniques, and offering advice.

Those supportive, special supervisors reemerged in the late 20th and early 21st centuries with the title of "coach," often with subject-matter expertise and designations such as literacy coach, math coach, technology coach, and data coach. In addition, principals and instructional leaders have been charged with "coaching" teachers. School leaders themselves now often work with leadership coaches to learn how to navigate transitions, improve staff relationships, and develop both short-term and long-range plans.

Embraced by administrators and teachers alike, coaching has become a vital tool of professionalism. But schools will realize its potential only by properly situating it in relationship to evaluation and by adopting best practices in coaching.

A common mistake is to link evaluation and coaching as cause and effect. It's tempting for evaluators to identify deficiencies and then specify coaching as a remediation strategy. This turns coaching into a consequence of a poor evaluation and termination into a consequence of failed coaching. Another mistake is to use coaching as a data source for evaluation. It's tempting for an administrator to ask a coach for information regarding teacher performance. Tying evaluation and coaching together in these ways compromises both functions.

At their best, evaluation and coaching proceed on separate but complementary tracks. Evaluation guarantees that all teachers and school employees meet agreed-on minimum standards of competent performance. Coaching invites all school employees to grow beyond those agreed-on minimums to more fully realize their potential and better serve their clients.

Both tracks are concerned with student learning and success. Both tracks are necessary and valuable. But they can work at cross-purposes if schools blur the distinctions between them (Nolan & Hoover, 2011).

Coaching as a Profession

By the start of the 21st century, professional coaching had established ethics, competencies, proficiencies, and masteries that take the process of adult learning far beyond the days of helpful "special supervisors" with their sage advice on how to manage classrooms or teach lessons. Unfortunately, many coaches in schools lack experience in evidence-based coaching methods. They often have no coach-specific training and lack effective models of coaching to guide their work. They're still likely to show up

with helpful tips based on their own experience. Such directive "tell and sell" coaching models often do more harm than good.

Schools need adaptive, action-research approaches to coaching. Evocative "listen and learn" models incorporate the growing body of knowledge regarding adult learning, growth-fostering psychologies, and cognitive behavioral neuroscience. Good coaches respect teacher awareness, choice, and responsibility. They understand teacher experiences and show empathy and appreciation. They recognize vitality and build on teacher strengths. As such, coaching in schools can increase teacher professionalism and raise the bar of teacher effectiveness to a continuous and collective striving for excellence.

What Makes for Coaching Success

Coaching supports excellence by tapping into five crucial concerns (Tschannen-Moran & Tschannen-Moran, 2010).

A Concern for Consciousness

The coach's concern for consciousness generates increased self-awareness, self-knowledge, and self-monitoring on the teacher's part. This lays the groundwork for all experiential learning. Fostering learning and growth requires mindfulness, the nonjudgmental awareness of what's happening in the present moment, as well as conscious awareness.

Take the case of Enrique, a lead teacher in a middle school world-language department, who had been trying to get another teacher, Janelle, to change some of her low-engagement teaching methods. Although Janelle had said she wanted to turn things around, nothing much had changed. Enrique decided to change his approach: Instead of focusing on her low-engagement methods, he asked Janelle if she would like to learn more about her own high-engagement moments.

Janelle was excited by the idea, so they agreed that Enrique would observe her teaching a lesson using an observation tool that would track student engagement and teacher location in five-minute increments. After the observation, they looked at the data together. Janelle wasn't surprised to see how much of a connection there was between high student engagement and her location in the classroom, but she was surprised to see the many long periods when she stood at the front of the room. She had always thought she moved around; the data revealed otherwise. After this "aha moment," Janelle took it on herself to design ways to keep moving more consistently around the classroom.

A Concern for Connection

The carrot and stick may, on occasion, prod people to meet minimum standards, but only high-trust connections can inspire greatness. Such connections free up teachers to take on new challenges by virtue of the safety net they create.

Such a connection was evident when Roxanne was asked to coach Nicole, a novice teacher, after Nicole received a disappointing performance evaluation from her principal. Knowing that the first meeting was likely to be filled with negative emotions and resistance, Roxanne decided to focus on expressing empathy for and understanding of Nicole's experience.

She was glad she did. When Roxanne walked into her room, Nicole burst into tears, exclaiming, "I don't want to lose my job! I'm trying to do this right! It just isn't working!" Roxanne honored that distress by celebrating Nicole's obvious desire to be a good teacher. "I hear your fear and frustration," Roxanne said, "because you really want to be successful." That simple reflection opened the door to a long conversation about Nicole's feelings, needs, and desires. By staying in this frame, rather than by trying to fix the problem, Roxanne was able to roll with Nicole's resistance until she could establish a life-giving connection.

On the basis of this connection, Roxanne worked with Nicole to create a professional development plan that enabled her to turn things around. Through more detailed planning and mental rehearsals of how to transition students between one lesson and the next, Nicole increased her self-efficacy as a teacher.

A Concern for Competence

By appreciating a teacher's current level of competence, coaches value the natural learning processes of those they coach. Encouraging teachers to clarify what they want and need, to build on their strengths, and to experiment in the service of mutually agreed-on goals empowers them to take more initiative and responsibility for their own learning and professional development.

Janet did just that. When she was selected to lead Creekside Elementary School, the central office told her she needed to get things under control because "the inmates were running the prison." Years of hands-off leadership had given the teachers permission to do whatever they wanted; the central office sent her in as the new sheriff in town.

However, Janet decided to take a different approach. At the first staff meeting, she announced that she was going to institute a peer-coaching program and that everyone had to participate. Staff members groaned and rolled their eyes as names were drawn out of a hat to determine who would be paired with whom. Then Janet gave the first assignment: "I want you to interview each other about your best

experiences at Creekside Elementary, talk about what you value most about those experiences, and imagine how we could have more of them in the year ahead."

The groans and eye rolling began to fade. From that propitious beginning, Janet launched a peer-coaching and collaborative-observation program that focused on the things people did well. Their successes with student engagement and achievement, as well as other efforts that contributed to school spirit, were communicated through bulletin boards, newsletters, e-mail, and the school website. By celebrating competencies, rather than documenting deficiencies, Janet earned trust and respect, built teacher self-efficacy, and paved the way for a successful school turnaround.

A Concern for Contribution

Most teachers enter education for more than just a paycheck and summer breaks; they want to contribute to the learning and well-being of students, families, and communities. Unfortunately, the pressures of schooling can cause teachers to lose sight of the reason they became educators in the first place. When coaches invite educators to reconnect with that original inspiration, the motivation for continuous improvement takes off.

This is what happened when Paul was asked to coach a grade-level team on lesson planning for the reading workshop in the middle of the year. Not only had the team not made much progress with two previous coaches, but the administration was also concerned about the team's refusal to align with school and district initiatives.

Instead of jumping into planning, Paul started the first coaching session with an energy check-in. Teachers expressed how frustrated and overwhelmed they were feeling. Paul spent a few minutes discussing the reasons for these feelings, relating them to everyone's core values as teachers. As team members considered this perspective and told stories of what it was like for struggling students to work their way through the old basal readers, they gradually warmed up to the idea that they could perhaps serve these students more effectively with the new curriculum.

Having time to freely voice their concerns in a nonjudgmental setting and fully express their commitment to student learning and success, group members decided to explore possibilities. They brainstormed how they could meet district requirements and also teach in ways that worked best for them, including using different books, activities, and assessments to facilitate more adaptive learning in the classroom. Group members were energized by the brainstorming process and asked for additional grade-level coaching sessions. A veteran teacher said that she hadn't been so excited about coming to work in years, that she enjoyed teaching again.

A Concern for Creativity

For true learning to take place, coaching must also unleash creativity. The coaching space needs to be a no-fault playing field in which teachers can follow their motivation and adopt a beginner's mind as to what steps they will take to achieve their goal. Creativity can't be coerced; it can only be invited.

Take the case of Heather, a successful chemistry teacher in a high-performing suburban high school. Two of her students have been finalists in the U.S. National Chemistry Olympiad, a prestigious competition sponsored by the American Chemical Society. To maintain her high level of teaching excellence, Heather has enjoyed many mentoring and coaching relationships during her 10-year career. Early on, these instilled in her a strong ethic of continuous improvement. She came to value the process of reflecting on and improving her pedagogical methods.

Heather has subsequently relied on peer coaching and collaboration to continually develop fresh methods of teaching chemistry, moving from traditional expository lectures to hands-on, student-centered, problem-based learning. Her students work independently and with others to increase their self-efficacy with chemistry and share their learning with the entire class using PowerPoint presentations. Heather's collaborators, including her department chair and several colleagues, make frequent use of brainstorming, inquiry, and research to generate ideas, design lessons, and create labs that will engage and support student learning. The combination of freedom, collaboration, and accountability is the driving force behind Heather's creativity.

What Coaching Needs to Be

Research into adult learning, growth-fostering relationships, and cognitive-behavioral neuroscience points to three principles that are crucial to successful coaching.

It Must Be Teacher-Centered

Teacher-centered is different from *coach-centered*. When conversations are coach-centered, the coach's expertise has the upper hand. The coach demonstrates, advises, and teaches. The more knowledge the coach has, the more tempted he or she will be to take a coach-centered approach. Unfortunately, this often undermines learning: People don't resist change, they resist *being* changed.

To facilitate learning, coaches must take off the expert hat, asking rather than telling, in order to assist teachers to adapt recommendations and find their own best way forward. Authentic coaching puts teachers at the center of their own professional learning. They own the process. They're animated, energized—and in charge.

It Must Be No-Fault

No-fault is different from *high-stakes*. When conversations are high-stakes, coaches have crossed the line into evaluation, watching and listening to analyze and correct what's wrong. Crossing that line is problematic when it comes to professional development. Assessing performance problems can trigger destructive patterns of faultfinding and finger-pointing, regardless of how constructive the intentions of the coach may be. In the search for causes (what to blame), people too often find culprits (whom to blame). Internalizing such judgments can take a crippling toll on teacher self-efficacy and motivation.

When teachers don't do as well as they would like, coaches need to listen carefully and express empathy to facilitate the release of negative emotions, which have been shown to have a detrimental effect on learning, creativity, and openness to change (Fredrickson, 2009). Through empathetic listening, coaches reduce defensiveness and increase teacher engagement in their own professional development.

It Must Be Strengths-Based

Strengths-based is different from *deficit-based*. When conversations are deficit-based, the weaknesses of teachers have the upper hand. The focus is on problem areas that need to be fixed. Focusing on deficits also shifts the responsibility for learning to the coach, who presumably knows how to do things better.

Strengths-based coaching starts with a different assumption: In every situation, no matter how bleak, something always works. By identifying those areas of positive practice, coaches help teachers to build self-efficacy, set self-directed learning goals, brainstorm strategies, and design ways of moving forward. By discovering and developing their strengths, teachers can transform their weaknesses without having to tackle them head on.

This approach is radically different from the "three to glow on, three to grow on" conversations that often take place during evaluations. Strengths-based coaching conversations stay with three positive questions: Where are the signs of vitality in a teacher's current practice? What can we learn from those signs about teacher strengths and capacities? How can we leverage that learning to invite new possibilities for teacher growth and change? Consistently staying with these questions generates positive emotions, robust professional development conversations, creative experimentation, and transformational learning. Schools would do well to create conditions for such collaborative, strengths-based dialogue.

Rita and Sarah's experience exemplifies such an approach. Rita was a reading specialist in a K–5 school that had high levels of poverty and a high transiency rate but few support services and no Title I funding. She was overwhelmed by the number of students who needed reading intervention. She agreed to meet one-on-one with Sarah, a teacher consultant who had been assigned to work with teachers to improve language arts instruction. They were to come up with a plan for the year.

Rita began the meeting feeling edgy and frustrated. She couldn't see how to help either her teachers or the students, and she was certain that Sarah had neither the resources nor the ability to help her. After acknowledging both Rita's discouragement and Rita's intention to make a positive contribution, Sarah noticed a lessening of tension as well as an openness to start talking about what they could do within the constraints.

Sarah invited Rita to look at the data and identify what was going well. Rita was taken aback because she had been expecting Sarah to focus on the many problems. She actually chuckled at the thought of looking for success, expecting she wouldn't find much, but then she began pointing out grade levels where all the students who needed help were getting it as well as instances where teachers had modified their schedules to make sure students were getting intervention services.

Rita began to realize that many things were going well and that her main concern was just a handful of kids. Sarah suggested they brainstorm at least 10 ways that Rita and other staff members could support these students. They put a number of "crazy" ideas on the table; rather than derailing the process, those ideas made the process not only more fun but also more productive.

Rita selected the ideas she wanted to implement. These included purchasing books at students' individual reading levels, sending books home daily to increase reading time, working with classroom teachers to ensure the students were getting guided reading instruction daily, and rearranging the schedule to give Rita or a reading tutor additional time to work with students. Equipped with these and other ideas, Rita then helped Sarah develop a clear action plan for the next semester. With a smile on her face, Rita thanked Sarah for the coaching conversation which, she said, not only had developed a great plan but also had lifted her spirits.

Working Together for School Success

Schools that understand and respect the different functions of evaluation and coaching will have greater success in their professional development endeavors. Using these teacher-centered, no-fault, strengths-based approaches, they can improve teacher effectiveness and enhance the dynamics of their professional learning communities.


References

- Fredrickson, B. (2009). *Positivity: Groundbreaking research reveals how to embrace the hidden strengths of positive emotions, overcome negativity, and thrive*. New York: Crown.
- Nolan, J. F., & Hoover, L. A. (2011). *Teacher supervision and evaluation: Theory into practice* (3rd ed.). Hoboken, NJ: Wiley.

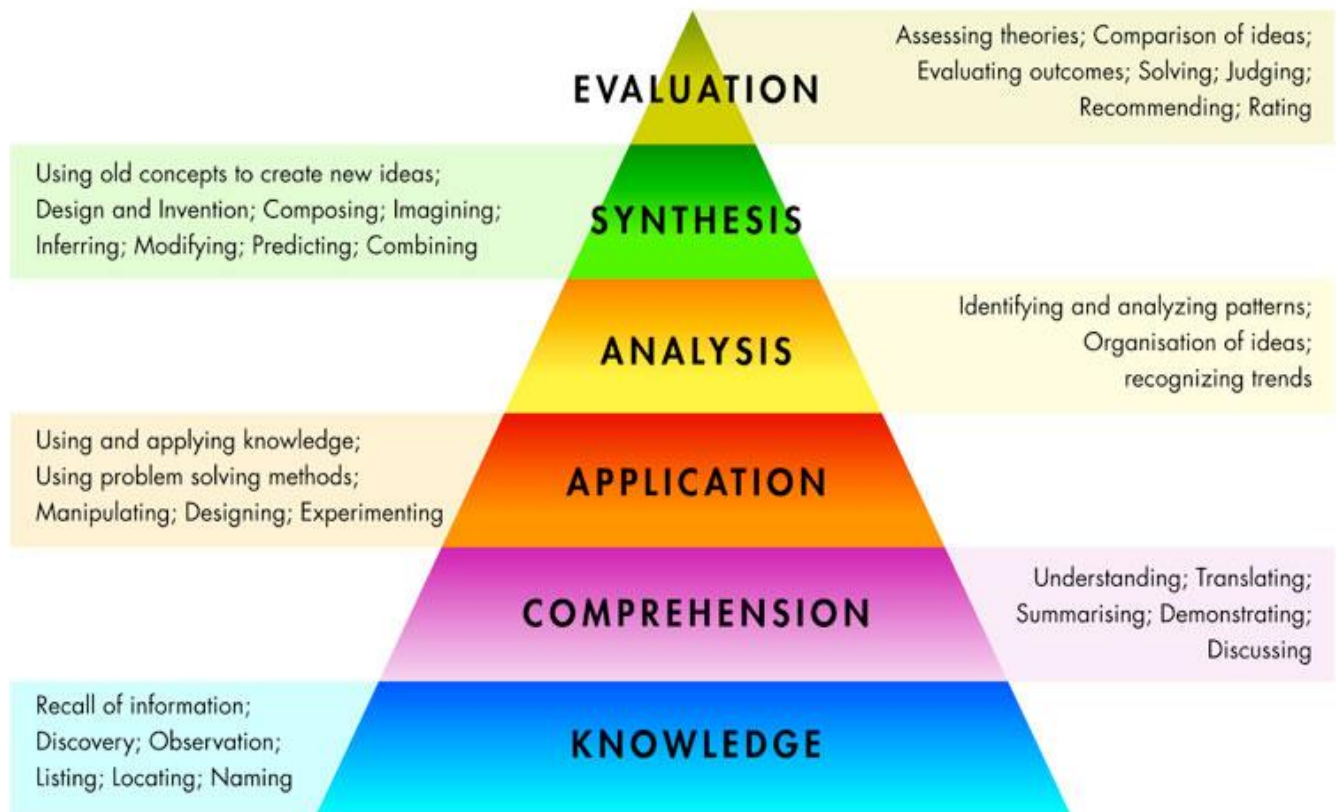
Tschannen-Moran, B., & Tschannen-Moran, M. (2010). *Evocative coaching: Transforming schools one conversation at a time*. San Francisco: Jossey-Bass.

[Bob Tschannen-Moran](#) and [Megan Tschannen-Moran](#) are cofounders of the [Center for School Transformation](#) and developers of the evocative coaching process. Bob is president of the [International Association of Coaching](#). [Megan](#) is a professor of educational leadership at the College of William and Mary in Williamsburg, Virginia.

Walkthroughs Vs Traditional Observations

Two Types of Classroom Observations		
	Walkthrough	Traditional
Qualities:	<ul style="list-style-type: none"> • <i>Informal</i> • <i>No pre-observation meeting</i> • <i>Typically unannounced</i> • <i>May include faculty input</i> 	<ul style="list-style-type: none"> • <i>Formal</i> • <i>Pre-observation meeting</i> • <i>Pre-planned</i> • <i>Teacher input on purpose</i>
Length:	<ul style="list-style-type: none"> • <i>Varies</i> • <i>Part of a lesson (beginning, middle, end)</i> 	<ul style="list-style-type: none"> • <i>Entire lesson +</i>
Follow-up:	<ul style="list-style-type: none"> • <i>Note to teacher</i> • <i>Brief conversation</i> • <i>Data or notes shared</i> <div>  Connect to Standards </div>	<ul style="list-style-type: none"> • <i>Formal post-observation meeting</i> • <i>Scheduled</i> • <i>Data or notes shared</i>

BLOOMS TAXONOMY

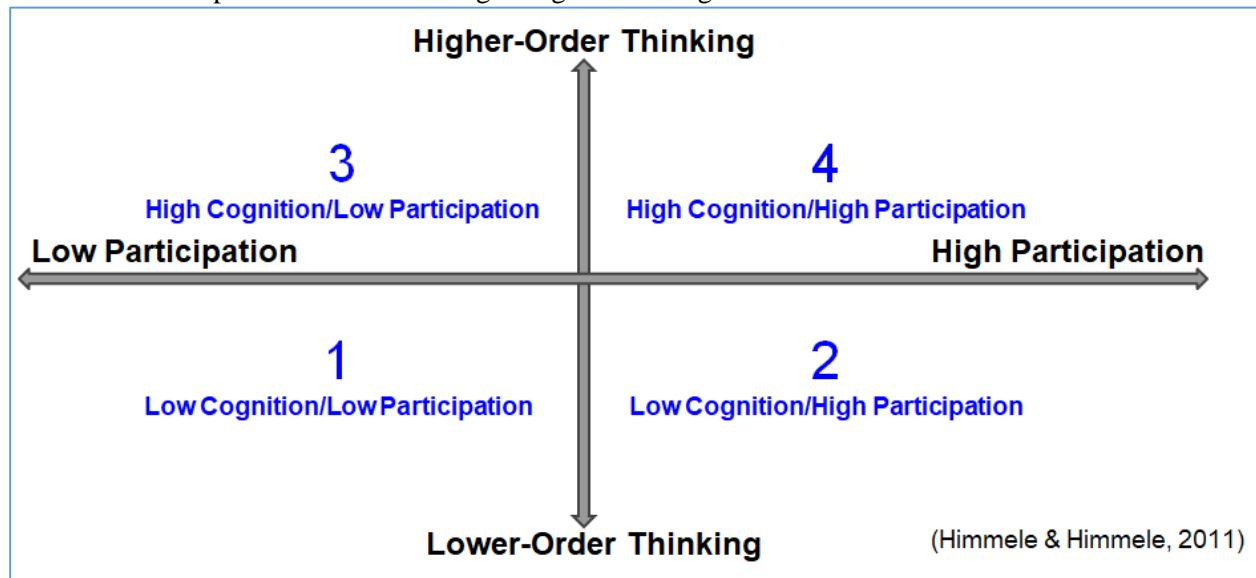


TOTAL Participation Techniques
Making Every Student an Active Learner
2017 - 2nd Edition

Persida Himmele & William Himmele

The TPT Cognitive Engagement Model (pp. 16 – 19)

The Total Participation Techniques (TPSs) Cognitive Engagement Model is aimed at helping you visualize the relationship between total participation and higher-order thinking in your classroom. Evidence of learning will occur when students are actively participating and developing higher-order thinking, as is the case when activities fit into Quadrant 4 in the model. Although all the quadrants may reflect important aspects of your teaching, be sure to shift back to Quadrant 4 throughout your lesson to allow students to process and interact regarding the learning.



Teaching that gets stuck in Quadrant 1 (Low Cognition/Low Participation) is problematic for several reasons. What evidence is there that students are processing what was taught? Because the content is using lower-order thinking, how important is it and how long will it stick? Are students perceiving this content as relevant? What is going on in their minds as they sit and pretend to listen to the teacher?

Teaching that lingers in Quadrant 2 (Low Cognition/High Participation) allows students to review and often apply what they have learned, but frequently what they have learned is easily forgotten because it is not linked to anything deep. Because it required high participation, it may have been fun; but because it required only lower-order thinking, it also was very forgettable.

Teaching that lingers in Quadrant 3 (High Cognition/Low Participation) may be an improvement from Quadrant 1, but for whom? Teaching that is predominantly represented in Quadrant 3 is selective in requiring evidence of higher-order thinking only from certain students. An article titled “The ‘Receivment Gap’” (Chambers, 2009) addresses the inequity in access to high-quality education opportunities. Chambers argues that the achievement gap is largely due to unequal access to high-quality learning experiences for students tracked into classrooms with fewer learning opportunities. We believe the *receivment gap* also exists within classrooms when we operate predominantly in Quadrant 3. The students who always participate and have their hands up are the ones who benefit from the higher-order questions prepared by the teacher. If your lessons tend to linger in Quadrant 3, TPTs can ensure that all of your students are benefiting from the higher-order thinking that currently only a few are experiencing.

It is important that we structure our teaching so that every lesson includes several opportunities for all students to demonstrate active participation and cognitive engagement in what we are teaching.

Activities in Quadrant 4 (High Cognition/High Participation) allow us to obtain evidence of this. Although there will be times when we want to make sure students comprehend basic understandings necessary to get them to higher-order thinking, our ultimate goal is that students be able to analyze, evaluate, and synthesize what they've learned. This goal is what keeps us moving back to Quadrant 4 periodically throughout our lessons.

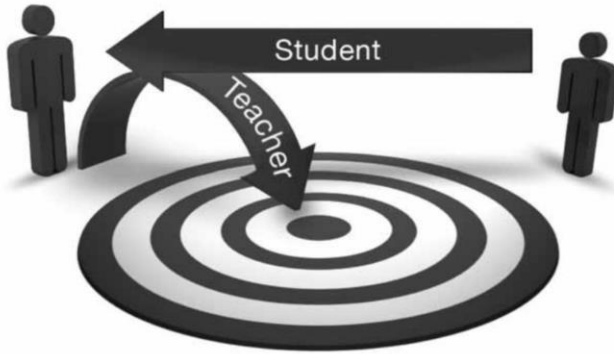
Consider using the quadrants to analyze your planning. As you work with teams of instructional coaches, consider asking a peer to observe you. In which quadrants did you tend to linger? Could a question have been better posed through a Total Participation Technique to ensure that all students benefited rather than just a select few?

We encourage you to use the TPT Cognitive Engagement Model to analyze your own planning, as well as to help you support your colleagues in their teaching. If you are an administrator, the model can also help you in supporting your teachers in their planning or as you analyze lessons that you observe.

Who Owns the Learning Objective?

When the teacher knows the objective, but the students don't, the students don't know what they are aiming for, and the results are inconsistent.

1.4 How Instructional Objectives Work



When teachers rely on instructional objectives, their energy is spent trying to get students to meet the instructional objective, while students expend energy trying to comply with what the teacher says.



When teachers and students share the learning objective, they both know whether the student is learning.

1.5 How Learning Targets Work



Learning targets focus the aim of both halves of the classroom learning team.

Moss & Brookhart (2012) pp. 18 - 19

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Observation *Look Fors*

I. The Environment

II. The Lessons

III. The Learning

Observation *Look Fors*

Match your outline to the one we provided in this module. Add your total points.

I.	The Environment	
	a. Christ-centered	5 points
	b. Safe	5 points
	c. Supports learning	5 points
II.	The Lessons	
	a. Worthwhile	10 points
	b. Connected to students' backgrounds	10 points
	c. Focused with a clear objective	10 points
	d. Opportunities for critical thinking	10 points
	e. Engages ALL students	10 points
III.	The Learning	
	a. Owned by the students	5 points
	b. Frequently assessed	5 points
	c. Evidence of learning	5 points
TOTAL		_____ / 80

Observational Evidence Review

In order to be useful, the data we as supervisors collect during an observation needs to be objective and practical evidence. Anything that can help describe what's happening, for whom, and in what ways can help improve our awareness of the effects of instruction and what we might be able to do to improve it. By focusing on the evidence of practice we can better assess and support teacher needs. Gathering evidence through observation involves knowledge and skill.

Evidence is observable, testable facts. It is the data used to prove or disprove a hypothesis. It is objective and measurable, meaning that it provides a specific description of what was done and said. Yet it remains non-judgmental because it simply provides an accurate account that is indisputable, an unmistakable fact.

Evidence is NOT subjective, immeasurable or indeterminate. It is not a general statement or inconsistently applied across individuals. It is not disputable or describing what is unknown.

Statements that do so carry judgment based on assumptions or presumptions. Such types of evidence rob the teacher of ownership of the data collected because they do not universally state what was said or done. Evidence is NOT opinion.

Evidence = observable facts or information indicating whether a hypothesis is true or valid	
IS	IS NOT
<ul style="list-style-type: none">• Objective• Measurable• Specific – Precise• Non-Judgmental• Incontrovertible	<ul style="list-style-type: none">• Opinion• Immeasurable• Broad - General• Judgmental• Speculative

Evidence sounds/looks like,

9:42 T - "Today we will be determining the 3 main events in the story..."

9:47 T - "Who can tell me why..."

10:02 am: Student in green shirt @ table 4 asked student in red dress, "What are we supposed to do again?"

--

1:55 T: Asked students to raise your hand if you can describe the process of photosynthesis.

1:56 S: 4 out of 26 hands raised

Evidence does not sound/look like,

Students wrote their spelling words well.

You did a good job responding to all the things your students wondered.

The images on your walls are really helpful.

The teacher asked lots of questions, and the students were definitely confused.

Your students really like what you did this morning; they really respect you.

Citing evidence is helps to build and maintain professional trust because the supervisor is viewed as a person who "tells it like it is" while modeling the habit of mind of being objective. This serves to establish a clear focus for the conversation on what actually happened, creating a third point.

Formative Supervision Scripting Tool

Teacher: Mr. Smith

Subject: 5th Math

Date: Sept. 20, 2015

Time: (start) 10:00 am (end) 10:30 am

Time	Teacher/ Student
10:00	T: Let's begin 5 th grade math. Take out your books and open to page 38.
10:05	S all have books out and open to the page. T reminds S twice and works with one boy to get book open (proximity control)
	T: Today we're going to multiply 3 digit by 2 digit numbers. Who is willing to demonstrate on the board how to multiply a 2 digit by 2 digit number?
10:07	2 student volunteer. T selects Sam. T: Come to board and solve problem, explaining each step as you do it. Sam completes problem correctly.
10:10	T: Writes similar problem on board. Tells students to each do on piece of paper. T: walks around and observes. Helps 2 students – columns straight, add 0 when multiply by tens place.
10:15	All students done correctly. T: Mutliplying 3 digit by 2 digit is the same except when multiplying by hundreds place, we add two zeros. T models sample on board.
10:20	Students work in pairs to solve new problem. T walks around and encourages One pair stuck. Teacher helps.
10:25	Teacher writes correct answer on board. Asks who has same answer. All agree.
10:27	T goes through assignment in book. Writes assignment on board. Tells students to work on it for at least 10 min before moving on to other homework. T: 6 th grade – take out your math.

Formative Supervision Scripting Tool

Teacher: _____ Subject: _____ Date: _____

Time: (start) _____ (end) _____

Time	Teacher/ Student

Formative Supervision Classroom Chart Tool: Movement and Interaction Patterns

Teacher: Mr. Smith

Subject: Reading 6th

Date: October 14, 2015

Time: (start) 1:15 pm (end) 1:45 pm

Time & Teacher/Students		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">T</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <div style="text-align: center;">Sam</div> <div>CO – I, CO – I</div> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <div style="text-align: center;">Caitlyn</div> <div>R, R, R</div> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <div style="text-align: center;">Joshua</div> <div>R, R-I</div> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <div style="text-align: center;">Caleb</div> <div>CO – I, R</div> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <div style="text-align: center;">Emma</div> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <div style="text-align: center;">Nate</div> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <div style="text-align: center;">Maddie</div> <div>R – I, R – I, R – I. R</div> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <div style="text-align: center;">Andrew</div> <div>R, R, R – I, R</div> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <div style="text-align: center;">Forrest</div> <div>R</div> </div> </div>		
<p>I = called on</p> <p>R = Raise Hand</p> <p>CO = Call Out</p>		

**Formative Supervision Classroom Chart Tool:
Movement and Interaction Patterns**

Teacher: _____ Subject: _____ Date: _____

Time: (start) _____ (end) _____

	Time & Teacher/Students

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FOUNDATION: Christian teachers are faithful servants of Jesus Christ.

Called teachers are public ministers of the Word who faithfully serve (1 Cor. 4:2) with joy (Phil. 4:4) and dedication (1 Tim. 4:12).

- F.1** Reflects faith in Christ through words, actions, activities, and relationships.
- F.2** Shows joy and enthusiasm for the teaching ministry.
- F.3** Demonstrates dedication to the teaching ministry.
- F.4** Participates in school and congregation activities.
- F.5** Serves with appropriate involvement in community organizations and events.

STANDARD ONE: Christian teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and creates learning experiences that make these aspects of subject matter meaningful for learners.

- 1.1** Understands the central concepts, underlying foundations, and broad patterns of the discipline.
- 1.2** Represents and uses differing viewpoints, theories, human ways of knowing, and methods of inquiry in teaching subject matter in the light of God's Word.
- 1.3** Engages learners in generating knowledge and/or testing hypotheses according to methods of inquiry and standards of evidence used in the discipline as they are in accord with God's Word.
- 1.4** Recognizes perspective and bias in curricular materials and encourages students to consider diverse perspectives that reflect love and respect for all of God's people.
- 1.5** Creates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from several subject areas.
- 1.6** Understands how the subject matter fits within God's world in a Biblically correct way and leads the students to that same appreciation and understanding.

STANDARD TWO: Christian teachers know how individuals grow and develop.

The teacher understands how students learn and develop and provides instruction that supports their spiritual, intellectual, physical, social, and emotional growth.

- 2.1** Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (spiritual, intellectual, physical, social, and emotional).
- 2.2** Stimulates reflection on prior knowledge and links new content to learners' prior experience.
- 2.3** Provides opportunities for engagement, manipulation, and testing of ideas in view of God's Word and encourages learners to take responsibility for their learning tasks.
- 2.4** Applies theories of human development to classroom instruction.

STANDARD THREE: Christian teachers understand that individuals learn differently.

The teacher understands how students differ in their approaches to learning and the barriers that impede learning and adapts instruction to meet diverse cultural, socioeconomic, and exceptional needs.

- 3.1** Identifies and designs instruction appropriate to individual development, learning styles, culture, strengths, and needs.
- 3.2** Uses teaching approaches that are sensitive to individual learners and address how they learn and how they demonstrate what they have learned.
- 3.3** Makes appropriate provisions for individual students who have needs which require adaptations or accommodations.
- 3.4** Identifies when and how to access appropriate services or resources to meet exceptional learning needs.
- 3.5** Acknowledges multiple perspectives in the discussion of subject matter, including attention to students' personal, family, and community experiences, religious background, and cultural norms.
- 3.6** Creates a learning community in which individual differences are respected.

STANDARD FOUR: Christian teachers know how to teach.

The teacher understands and uses a variety of instructional strategies to encourage learners' spiritual growth and the development of critical thinking, problem solving, and performance skills.

- 4.1** Selects teaching strategies and materials to meet learner's needs and to achieve instructional purposes.
- 4.2** Designs instruction that uses questioning to promote student engagement in a full range of thinking skills including active learning, critical thinking, and problem solving.
- 4.3** Consistently monitors and adjusts strategies in response to learner feedback.
- 4.4** Varies his or her role in the instructional process in relation to the content and purposes of instruction and the needs of learners.
- 4.5** Develops various clear and accurate presentations of concepts and uses alternative explanations to assist learners' understanding.

STANDARD FIVE: Christian teachers know how to create and maintain a Christian learning environment.

The teacher uses an understanding of the proper use of law and gospel as well as individual and group motivation and behavior to create a learning environment that promotes Christian living, self-discipline, positive social interaction, active engagement in learning, and self-motivation.

- 5.1 Models and encourages Christian living in words and actions.
- 5.2 Establishes an effective learning community in which students assume group- and self- responsibility, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- 5.3 Organizes, allocates, and manages resources (e.g. time, space, activities) to provide equitable engagement of students in productive tasks.
- 5.4 Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- 5.5 Establishes Christ-centered values and expectations that foster a positive classroom climate of openness, mutual respect, support, and inquiry.
- 5.6 Analyzes the physical classroom environment and makes adjustments to enhance social relationships, motivation, engagement, and productive work.
- 5.7 Organizes, prepares, and monitors independent and group work for full and varied participation of all individuals.

STANDARD SIX: Christian teachers communicate effectively.

The teacher uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

- 6.1 Models evangelical communication of God's Word.
- 6.2 Models effective communication skills and strategies in conveying ideas and information.
- 6.3 Supports and expands learner expression in speaking, writing, and other media.
- 6.4 Asks questions and fosters discussion in various ways for instructional purposes.
- 6.5 Communicates in ways that demonstrate an understanding of cultural and gender differences.
- 6.6 Uses a variety of media communication tools to enrich learning opportunities.

STANDARD SEVEN: Christian teachers know how to plan a variety of effective lessons.

The teacher organizes and plans systematic instruction based upon knowledge of God's Word, curriculum goals, pedagogy, subject matter, learners, and the community.

- 7.1 Selects and creates learning experiences that integrate God's Word and are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- 7.2 Plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- 7.3 Creates lessons and activities to meet the developmental and individual needs of diverse learners.
- 7.4 Creates short and long-term plans that are linked to learners' needs and performance.
- 7.5 Demonstrates flexibility by responding to feedback and adapting plans to ensure progress and to capitalize on motivation.

STANDARD EIGHT: Christian teachers know how to assess student progress.

The teacher uses formal and informal assessment strategies to evaluate and promote the continuous spiritual, intellectual, social, emotional, and physical development of learners.

- 8.1 Uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performance, and modify teaching and learning strategies.
- 8.2 Gathers and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- 8.3 Engages learners in self-assessment activities to develop awareness of their strengths and weaknesses and to set personal goals for learning.
- 8.4 Continuously evaluates the effect of class instruction on both individuals and the class as a whole.
- 8.5 Monitors teaching strategies in relation to student success, modifying plans and instructional approaches accordingly.
- 8.6 Evaluates and modifies assessment processes to ensure alignment with instructional objectives.
- 8.7 Maintains useful records of student work and performance, provides meaningful feedback to learners, and communicates student progress knowledgeably and responsibly to parents and colleagues.

STANDARD NINE: Christian teachers know how to grow spiritually and professionally.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others in the learning community, and who actively seeks out opportunities to grow.

- 9.1 Studies the Scriptures diligently in personal, small-group and corporate settings.
- 9.2 Uses observation and research to reflect on, experiment with, and revise practice.
- 9.3 Engages in planned development as a learner and a teacher.
- 9.4 Collaborates with colleagues and support professionals by actively sharing experiences, seeking input, and providing feedback.

STANDARD TEN: Christian teachers are connected with colleagues and the community.

The teacher acts ethically and with Christian integrity to foster relationships with colleagues, other education professionals, families, the congregation, and the community to support student learning and well-being.

- 10.1 Participates in collegial activities designed to make the entire school a productive learning environment.
- 10.2 Establishes beneficial links with the learners' external environments.
- 10.3 Identifies and uses congregational and community resources to foster student learning and well-being.
- 10.4 Establishes respectful and productive relationships with families from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
- 10.5 Talks with and listens to the student, is sensitive and responsive to signs of distress, investigates situations, and seeks appropriate professional services.
- 10.6 Advocates actively for students.

The Three Stances of an Instructional Coach

Adapted from Learning-Focused Supervision

2014

Laura Lipton and Bruce Wellman

The Continuum of Learning-focused Interaction (pp.6-12)

In professional conversations, supervisors apply standards and communicate expectations as they support teachers in using data to determine performance gaps and establish goals for improving practice. Learning-focused supervisors operate across a continuum of interaction to accomplish these responsibilities

In each stance, the approach to these functions differs, as does the internal question supervisors consider when determining which stance to apply. The goal is to have the teacher have ownership of their own development. Effective supervisors always begin a conversation from a facilitative stance and then adjust based on the responses of the teacher and the data.

Coaching Stances



Instructive Stance

In the instructive stance, the guiding question is, "What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?"

In a learning-focused supervisory relationship, the instructive stance is the stance of alignment. Based on a variety of data sources, the supervisor determines a level of performance and organizes the data and the conversation to inform and discuss this assessment with the teacher. It is the part of the conversation when the supervisor presents and explains his or her thinking about the teacher's level of performance. This stance is necessary when a teacher is unable to analyze his or her own practice and any gaps between current performance and desired standards. For example, a supervisor might provide data and highlight examples of distinguished practice to motivate and clarify goals for a developing or proficient teacher who lacks a vision for professional growth.

In the most extreme cases, the instructive stance becomes the dominant stance in the conversation, with the greater percentage of time spent there. Some triggers for this choice include: teaching behaviors that create an unsafe or harmful environment physically or emotionally, teacher responses that are inappropriate, classroom management that is nonexistent, student performance that is consistently below expectations and instructional planning and delivery that is ineffective. This stance is also the appropriate stance for motivating effective teachers to set goals for achieving higher levels of performance.

Functions

In the instructive stance, the supervisor defines and reinforces teaching standards and expectations. The verb to instruct in this case means to calibrate, an active process of matching an object or performance to an agreed upon value. Simplistically, that value might be a shoe size or the diameter of a section of tubing. In contemporary educational discourse such values are expressed as standards. Important standards include creating a learning environment of

respect and rapport, managing classroom procedures and student behaviors, communicating effectively with students, parents and colleagues, engaging students in meaningful learning and demonstrating flexibility and responsiveness based on assessment of student performance.

To operate with integrity within an instructive stance the conversation must be driven by data. These data are used to identify gaps between expected standards and the present results, and/or to reinforce and illuminate effective practices and establish professional learning goals. Clearly articulating the standards and accessing available resource materials, learning-focused supervisors define and illuminate problems. They present models and examples of such standards in action that are content and grade level specific and explicitly name expectations. In planning for action, skillful supervisors determine achievable goals, success criteria and timelines for completion.

In most cases, the instructive stance then leads to a rich conversation, shifting among the other stances. When used with chronically low-performing teachers or teachers who appear not to be "getting it," this stance is the most prescriptive of the three. Follow-up and follow through on the part of the supervisor are vital to ensure standards are being interpreted appropriately, performance targets are clear and student progress is occurring. Taking this stance may be necessary when other approaches are not producing the evidence of the transfer of the teacher's learning into improved classroom practices that produce positive changes in student actions and outcomes.

Cautions

For each stance there are potential pitfalls. In the instructive stance, it is easy for our personal preferences to become prescriptions. It is critical then, that any judgments are data based and standards driven, supported by clear, external criteria and evidence.

Avoid subjectivity or bias by using literal observation notes, specific classroom artifacts and assessment data. Supervisors' inferences or interpretations can increase the teachers' potential perceptions of personal attack.

Collaborative Stance

In the collaborative stance the guiding question is, "What are some ways to balance my contributions with this teacher's experiences and expertise?"

The collaborative stance creates a shared platform for the co-construction of knowledge. In this stance, either participant can offer ideas, solutions, analysis, and so on. In many cases the learning-focused supervisor shifts to a collaborative stance to increase the teacher's confidence in his or her own ability to analyze data, frame problems, develop strategies. Much like the gradual release concept in classroom practice, it works towards greater ownership of the information and actions generated.

In this stance, the supervisor provides support for idea generation balanced with respect for the teacher's ability to generate ideas and solutions. A rich, inquiry-driven collaboration creates permission for the supervisor to add ideas and perspectives without dominating the conversation.

Functions

From the collaborative stance, the supervisor and teacher jointly clarify standards to ensure shared understanding. Together, they use data to analyze gaps between expectations and current practice. In partnership, they analyze problems, generate potential causal theories, develop ideas and produce strategies for action. Shared perspectives lead to greater insights for both teacher and supervisor.

Each stance is in large part defined by which participant in the conversation is producing the information and/or analysis at a given moment. The collaborative stance has the widest range of participation. In this stance, both parties are contributing, however, the supervisor

might lean more towards consulting by suggesting criteria or offering a principle of practice upon which to base the ideas. Or the supervisor might lead with a completely open-ended inquiry which leans more towards coaching.

Cautions

To collaborate with integrity, supervisors need to resist their own impulses to dominate and provide the bulk of the analysis and thinking. It is important to purposefully invite and create a space for teacher contributions. Pausing to allow the teacher time to think and prompting and encouraging idea production communicates a belief in their personal and professional capacities.

Learning-focused supervisors need to be especially careful to monitor for balance in the collaborative stance. Personal enthusiasm and interest in a topic, or a strong preference for a specific solution may override the intention to co-create ideas and actions. False collaboration then becomes disguised consultation or tacit calibration.

Facilitative Stance

In the facilitative stance the guiding question is, "What mental and emotional resources might be most useful for this teacher at this time?"

The facilitative stance assumes that the teacher has the resources necessary to engage in data-centered reflection on practice and modify and manage personal learning. Operating from this stance conveys the supervisor's respect for the teacher's expertise and potential regarding these capacities.

Functions

In the facilitative stance, the supervisor references teaching and learning standards and a variety of data as focal points for the conversation. The supervisor inquires into the teacher's thinking about each of these resources as they relate to existing issues. In this stance, the teacher is the primary source of problem frames, gap analysis, potential solutions and strategies. Through an inquiry process, the supervisor's role is to enhance teacher's capacities for planning, reflecting, problem solving and decision-making. The coaching stance is one of inquiry. This means that there are multiple appropriate responses, and that the supervisor has not predetermined a correct answer.


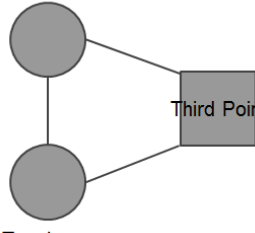
The value of these questions is that they influence the teacher's underlying thought processes. By inquiring, pausing, and probing for details as data are explored, the supervisor supports both idea production and the exploration of the "whys" and "hows" of choices, possibilities, and connections. This nonjudgmental approach applied over time, enlarges the frame, developing the teacher's ever-increasing capacity for expert thinking and practice. The ultimate aim of the coaching stance is to develop a teacher's internal resources for self-coaching so that with time and practice, an increasingly sophisticated inner voice guides professional self-talk. In planning for action, supervisor questions guide the teacher's exploration of goals, success criteria and reasonable timelines for action.

Cautions

In a facilitative stance, supervisors reduce potential frustration by posing developmentally appropriate questions. These questions should stretch, not strain, thinking. Questions that require more knowledge or experience than is presently available to the teacher create anxiety and feelings of inadequacy. In such cases, it is more effective to offer information from a collaborative stance and then shift to a facilitative stance to explore that information.

Effective questions should invite teachers' thinking. The syntax and intonation of these inquiries welcomes multiple possible responses and does not signal that there is a preferred or correct answer. Supervisors should take care that their own preferences don't influence their listening or direct their questions.

Formative Supervision Coaching Language

Paraphrasing	Clarifying
<p>Paraphrasing reflects and conveys that the listener...</p> <p>Listened carefully, Understood the teacher's perspective, Expands thinking to what comes next, & Cares</p> <p>Paraphrasing involves:</p> <ul style="list-style-type: none"> • Restating the essence teachers ideas • Short summary • Organized • Uses a tone that invites confirmation <p>Paraphrasing Stems include:</p> <p><i>In other words...</i> <i>From what you're saying...</i> <i>You're brining up several key points...</i> <i>There are some things you are noticing...</i> <i>So, you're feeling...</i></p>	<p>Clarifying reflects and conveys that the listener has...</p> <p>Heard what the teacher said, But does not yet fully understand</p> <p>Clarifying involves:</p> <ul style="list-style-type: none"> • Gather more information • Discover the meaning of language used • Understanding between teacher's ideas • Seeking the central component <p>Clarifying Stems include:</p> <p><i>Let me see if I understand ...</i> <i>Can you tell me more about...</i> <i>What do you mean by...?</i> <i>How are you feeling about...?</i> <i>On the one hand, there is _____ on the</i> <i>other hand, there is _____.</i> <i>Hmm. So you're suggesting that...?</i></p>
Invitational Inquiry	Conversation Tools
<p>Invitational Inquiry helps bring about new understanding by posing questions that <i>broaden</i> or <i>focus</i> thinking.</p> <p>Listened carefully, Understood the teacher's perspective, Expands thinking to what comes next, & Cares</p> <p>Invitational Inquiry involves:</p> <ul style="list-style-type: none"> • Positive presuppositions • Invite thinking • Possible plurality of responses • Exploratory language <p>Invitational Inquiry Stems include:</p> <p><i>So an option for you might be...?</i> <i>What might be an example of...?</i> <i>What would it look like if...?</i> <i>What sort of impact do you think...?</i> <i>When have you done something like ___</i> <i>before?</i> <i>How did you decide...?</i> <i>What might have contributed to...</i></p>	<div data-bbox="833 1167 1310 1398" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Blocks to effective listening</p> <ul style="list-style-type: none"> • personal listening • detail listening • certainty listening • interrupting </div> <div data-bbox="833 1432 1310 1642" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">Approachable Voice</p>  <p style="text-align: center;">Credible Voice</p> </div> <div data-bbox="833 1675 1112 1963">  </div>

Teacher Conversation Log¹

Teacher: Date: Content and/or Teaching Standard:	Mentor: Time: (start)	Subject/Grade: (end)
Activating and Engaging: + What's working? What were the blessings? • Areas of focus, challenge, or concern		
Exploring and Discovering • What are some examples (evidence) to support your impressions? • How similar or different is what occurred compared to what you anticipated? • What's your hunch about what produced it?		
Organizing and Integrating ✓ What are your next steps?		
Summarizing and Extending + What aspects of the work together provide the most support and impact on your practice? + What would support you going forward?		

¹ Adapted from 2013 MiraVia LLC and 2017 New Teacher Center

Supervision for Teacher Growth: Module II Wrap-Up

What do you want to remember when facilitating a formative supervision conversation?

How will you implement learning from today's strategies?

Supervision Models & Training

Most supervision models include two components: 1) a description of effective instruction, 2) methods to gather data relative to those effective instructional practices.

WELS Model:

A streamlined *Learning-Focused* model, suitable for WELS schools, has been developed by the Growing Educators in Ministry (GEM) committee. This model includes a model of effective instruction, formative supervisory practices and tools, and training. It is based upon much of the same research used by other models, but is designed for practical application in WELS schools with modest investment in training.

The *Learning-Focused* Model is described in the Supervision for Teacher Growth overview. Various WELS trainings provide opportunities to learn about and practice the process.

WELS Training Opportunities

Workshops

Learning-Focused Instruction

This workshop trains faculty in basic research-based instructional strategies. It is suitable for two to three hours of training.

Learning-Focused Supervision

This workshop trains principals and early childhood teachers in the methods, tools, and language of formative supervision for teacher growth.

Contact Dr. John Meyer (meyerjd@mlc-wels.edu)

In-Service Series

Six Highly-Effective Teaching Strategies

Designed for faculty study, this six-module series has all the resources needed for ready-to-go faculty in-services. Module topics include *motivation, focused instruction, assessment, active engagement, questioning, reinforcement*. <https://mlc-wels.edu/continuing-education/professional-development/6-strategies-2/>

WELS Mentoring & Coaching Certificate

Seven courses designed in connection with the New Teacher Center, provide school leaders and instructional coaches with the skills and tools to observe and develop teachers. <https://mlc-wels.edu/nti/wels-mentoring-and-coaching/>

Graduate-Level Course

EDU5302 Supervision of Instruction provides full training in all aspects of instructional supervision, including formative and summative. It is designed to complement the WELS observation and coaching goals, ministry development plans, and summative assessment reporting tools. <https://mlc-wels.edu/graduate-studies/principal-emphasis>

Commercial Models:

The most well-known models are from Marzano, Danielson, and McREL. A company called iobserve has created online resources for both the Marzano and Danielson models. These models are very well-developed, but they also require an investment in time and training for both faculty and school leaders.

Marzano Model

<http://www.marzanoresearch.com/effective-supervision>

Danielson Model

<https://www.danielsongroup.org/>

McREL Model

<https://www.mcrel.org/>

iobserve – Online Resources for Marzano and Danielson

<http://www.iobservation.com/>