

Consortium Minutes  
September 14, 2007

Welcome by Ted Kelly – Ted welcomed the group. He said that we were examples for those who are entering the field. Our challenges remain the same but we handle them better as we gain more experience. What do we do with all our new people? We show them what we expect. Our mission is to help teachers succeed. We need to look at new topics to create good conversations. We need to figure out how to help those who need us, go in the right direction. That is the purpose of Consortium.

Mark Riding – Mark told people to look through the folders. He was not going to go through it, due to time constraints.

Michael Herbert introduced the Utah Special Educator for September. Michael challenged the Consortium to make bold moves and that our (UPDC) role is to support those bold moves. He said that there were numerous articles by UPDC staff in this issue.

Julie Mootz did an update on numeracy. She talked about upcoming math related items (workshops, forums, etc.). CRTs remain the same this year, but the math core will change next year.

Mark talked about the consortium needs assessment done in St. George. He said we are trying to respond to that assessment in the following Consortiums.

The Coaching Model: - Coaching was identified as the greatest need for Consortium.....closing the knowing-doing gap. It is not a lack of knowledge, but a lack of implementation that causes many problems. A coach is a guide on the side, not a sage on the stage....

Amber Landward and Hollie Pettersson presented a big picture view of UPDC and the coaching model. Our goal is to support teachers in improving their performance. The triangle is a delivery system. None of the aspects of the triangle will happen without coaching. It is an innovation process involving academic and behavior fidelity. 1) Outcomes – what we want to happen 2) Data – what actually happens out there. 3) Practices – what we do to support student behavior. What do we do? 4) Systems support (coaching) – ways to support teachers to do what they need to do to get the results they want. It involves support for: decision making, student behavior and staff behavior.

Dan Morgan – Why Coach? Rationale & Research: Our mission is to generate some enthusiasm and excitement about coaching. Think about coaching. Reflection is a big part of the process. If you think of famous coaches, what makes them a good coach? What is an instructional coach? One ingredient of a good coach is to meet colleagues where they are and supports them in achieving their goals. But a simple definition of coaching is somebody who trains, instructs and guides others. What's the difference between a coach and a mentor? Does a new teacher need a mentor that coaches or a coach that mentors? They need

both. Teaching in the common thread. How does a coach teach? Expectations, demonstrate, explain, give feedback, etc. Mentoring and coaching is a science and an art. Why coaching? With emphasis on accountability coaching is getting more attention. It requires a different mind set as we talk about professional development. It is an on-going process. It should be close to home and should focus on a topic (evidence based). Best results come from coaching. What do coaches do: help teacher transfer what they know into practice; establishes a safe environment for learning. Coaching behaviors: observations, gives suggestions, gives moral support, addresses individual concerns, what are the challenges, sharing plans and instructional activities and materials, provides feedback, verbal, non-verbal and non judgmental. Coaches have to have good communication skills, give clear verbal instructions, can build emotional connections with others. (A coach is someone who can give correction without causing resentment – John Wooden)

Ginny Eggen – Start Up & Pre-Observation: Utah coaching model is a hybrid model. Many of the components were adapted from other sources. Remember cognitive coaching? Many of you have experience with this concept. Enhances self-directed learning, non-evaluative, targets conversation, awareness of one's thinking is required for change to take place. Explore the thinking behind your practice. This requires self-monitoring, self-analyzing and self-evaluation. Coaching is a cycle. It is an ongoing process: pre-conference, observation, analysis and then post-observation. There are standards in education (rubrics) and they need to be recognized as the standard for good instruction. They provide a common language for professionals to use. Is this happening in the classroom? The emphasis is on what is good instruction and how does it impact student learning. The coach's role: offers support; creates challenges and facilitates professional growth. Coaching can be instructive, collaborative or facilitative.

Instructional coaching is an onsite professional developer who partners with educators to identify and assist with implementation of proven teaching methods. Create learning-conversations that help improve teacher and student outcomes. Modeling is part of the bag of tricks the coaches need to have. There needs to be collaborative exploration of data. Start up is critical: content must be defined and articulated; common understanding of purpose & role; administrators must be trained (assist not evaluate); ongoing commitment; understand that relationships are key – rapport, trust, etc.. Setting up an observation: what is being observed? Data? Observation tool?

Bruce Schroeder – Observation & Data and Dialogue:

Big four: A framework for identifying what to do: classroom management; content; instruction; and formative assessment. Observe: "I watch you." Uses some kind of observation form to collect data. Look at critical teaching behaviors. Look for fidelity to scientifically proven practices. Look at student behavior and performance and to teacher behavior. Need to provide instructional feedback. Use that data to shape what the teacher does. Dialogue – a conversation among individuals.....must be respectful, energizing; may be a developing conversation, ongoing. Build on relationships and be an advocate for improved performance

for all teachers. Look and explore together to come up with an improved performance.

After-observation review: what was supposed to happen? What did happen? What accounts for the difference? What will you do different next time? Then there is on-going collaboration; more modeling and help.

Mark Riding – Possible actions: More observation; videotaping, modeling, professional development activities, additional materials and co-teaching, observe other great teachers.

How does your district support coaching? What happens? A video of taped interviews about coaching was shared.

Spotlight: UBI Coaches: – Results of coaching implementation with UBI. Scores are up and results have been positive. School based teams are getting more savvy in using data and using it to make change and improvement in their schools. Coaching sequence: UBI Team, district team, district level coaches, school community teams (includes building administrators, coaches, etc.). (training, technical assistance, logistics and public relations). There is a UBI Advisory council that advises.

Wasatch District (Jane Golightly, Allan Whitmore, Penny Flory and Karen Edwards) presented their results – five schools are participating. Two factors that help: administrator and building coach. Coaches help come up with action plans for the various schools involved. JS Smith Elementary has seen tremendous results this year in their efforts. They have made efforts to teach social skills (everyone knows the school rules and expectations). It has to be a very positive place to be for the students to learn and grow.

Spotlight: Three words about coaching: Improved student outcomes. Millard District (Dave Noah, Rhonda Fillmore and their teams) and their implementation of peer coaching. Start up – why they adopted peer coaching: they wanted to be specific about meeting the needs of the student populations and wanted to do something proactive. They put together a coaching plan and used the SIOP model. Coaches were trained and provided helpful interactions with other teachers. Coaches must be trustworthy, cooperative, helpful and willing to share what works. Coaching helps all involved to learn and improve their teaching. They have gone to great lengths to make sure it is non-threatening and positive in supporting each other. Coaching is not content specific. It is a way to improve teaching overall. All their efforts are interlocked, helping their teachers do a better job and help their students improve.

Mark summarized the meeting with this conclusion: Coaching is not a quick fix. It is ongoing, takes time, requires investment of time and resources, focuses on fidelity of implementation and benefits educators, coaches and students.

Adjourned at 12:25 pm