



The Start of Something Big

A Window Into One School's Ongoing Journey:
Moving Away From A Franchised Operation and
into a Collegial Environment



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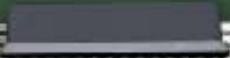
Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

-Margaret Mead (American cultural anthropologist)



Objectives


 Participants will...


- determine what collegial coaching IS and what it IS NOT
 - examine why coaching is essential to the professional growth of a faculty
 - explore considerations when implementing collegial coaching
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Defining Collegial Coaching

What it IS...



 "A confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace." - Pam Robbins

SEE.... SAY.... DO...










What it Can Look Like...

FORMAL:








(In-classroom models)

-  Co-Teaching Lessons
-  Collaborating
-  Expert Advisor
-  Mentor (Careful!)
-  Co-Planning Lessons
-  Mirror in the Classroom

1. Pre-Conference
2. Observation
3. Post-Conference

INFORMAL:

(Outside activities)

-  Problem-solving
-  Study Groups
-  Curriculum Development
-  Materials Development
-  Storytelling about teaching practices
-  Videotape analysis
-  Planning
- Interdisciplinary Units



What Does the Teacher Need?





What is the difference
between an FPMS,
Mentoring, & Coaching?

Turn & Talk!



Defining Collegial Coaching

What it IS NOT...

Evaluation

(Outside Criteria;
No Choice)

Mentoring



Supervision








Coaching

(Teacher's Choice)












Why is Coaching Essential?

-  Transfer of new learning
 -  New teachers need guidance
 -  Increase in use of skills and strategies
 -  Increased self-reflection, critical thinking, collegiality
 -  Non-evaluative way of growing
 -  Sharing of information, frustrations, successes
- 



Why is Coaching Essential?

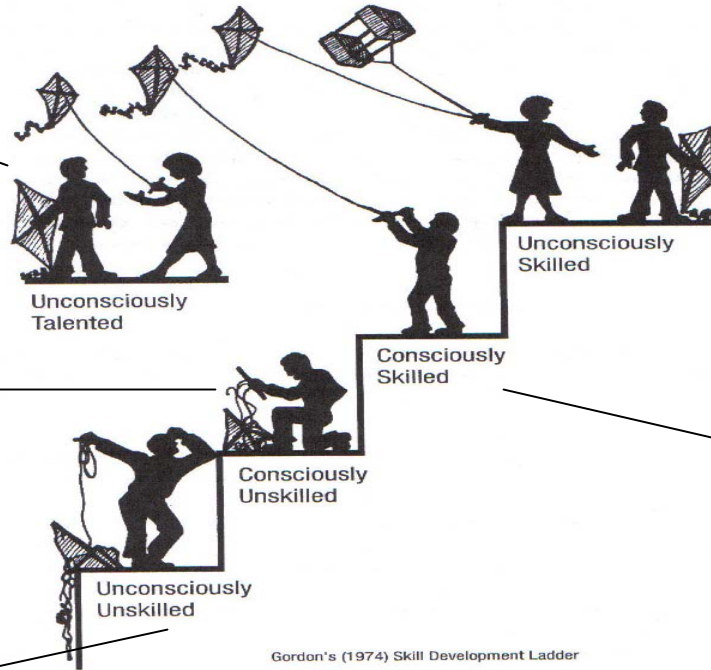
-  Tailored staff development for individual teachers
 -  Improved school culture
 -  Increased Teacher Effectiveness
 -  Increased time spent on instructional improvement
 -  Sense of empowerment & energy
 -  Reduces teacher "burn-out"/ isolation
- 

Gordon's Ladder



I've been doing that for a while- I didn't even know it was best practice!

I know that! Now let me think...



Oh! I don't know! Better learn...

I know that I know- I'm really trying!

You don't know that you don't know.

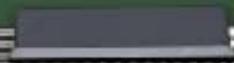
Gordon's (1974) Skill Development Ladder
Copyright © 1996 by Performance Learning Systems, Inc.
from *Coaching Skills for Successful Teaching*.
Figure 3.1. Gordon's Skill Development Ladder

When is it useful?



Think about something you are currently "consciously unskilled" at, but are working toward "consciously skilled".


Turn & Talk!





You have learned something. That always feels at first as if you had lost something.


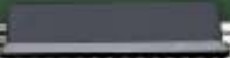
- H. G. Wells (author)




What lies between "Consciously Unskilled" and "Consciously Skilled"



The "J Curve" or "Learning Dip"

- 
- * Things will get worse before they get better.
 - * You will be in the "bummer zone", but not for long if you stay the course.
 - * Your consciousness will be tightly focused on targeted areas.
 - * Perhaps you shouldn't reveal the "J Curve" to teachers until they experience it for themselves.
- 



Our Journey

Some considerations
during implementation...








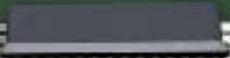

How It All Began...


"Every change begins with a conversation."

- Margaret Wheatley (management consultant)




Examining Our Shared Beliefs

-  We must surround ourselves with those people who share our vision for student achievement and will consistently challenge our thinking... Voluntary...
 -  How dare we allow our own limited expertise to stunt the growth of those around us.
 -  We will do what it takes to reach all children so they may grow (NCLB).
 -  The teacher is the number one factor in the classroom in determining student achievement.
- 
- 
- 




What common beliefs do you
and your faculty share?


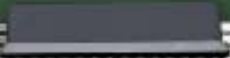

Turn & Talk!

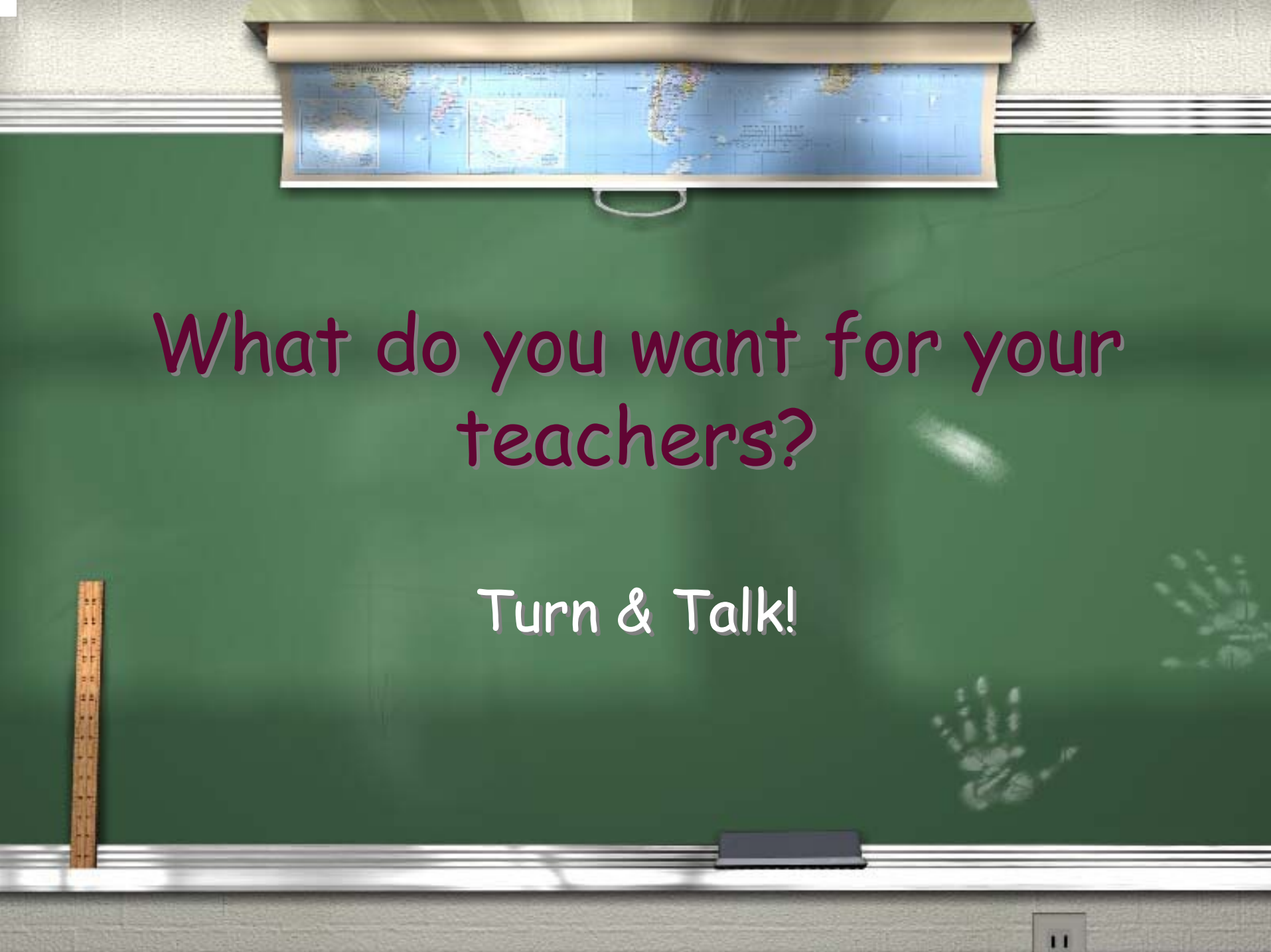


Examining Our Shared Vision




We want to create an environment of support, in which educators are in control of their own learning; continuously writing and filling prescriptions for their own professional development in order to meet the needs of every child they serve.





What do you want for your
teachers?





Turn & Talk!



Considerations BEFORE Diving In







Self Analysis:

-  Have I experienced collegial coaching?
-  What have I gleaned from my coaching experiences?
-  What is my role?
-  Have I researched it thoroughly?











Staff Analysis:

-  Is my school *ready* for a change of this magnitude?
-  What pieces are in place to support it?
-  Who is going to participate?
-  How is it going to get off the ground?



Obstacles We've Faced...

-  The beginning of a school year
 -  A previously-franchised operation
 -  A change in leadership
 -  The "uncoachable" ("Don't wrestle with pigs. You only get dirty and the pigs like it." - David Logan)
 -  Patience
 -  The merging of vision & reality
 -  Listening...
- 









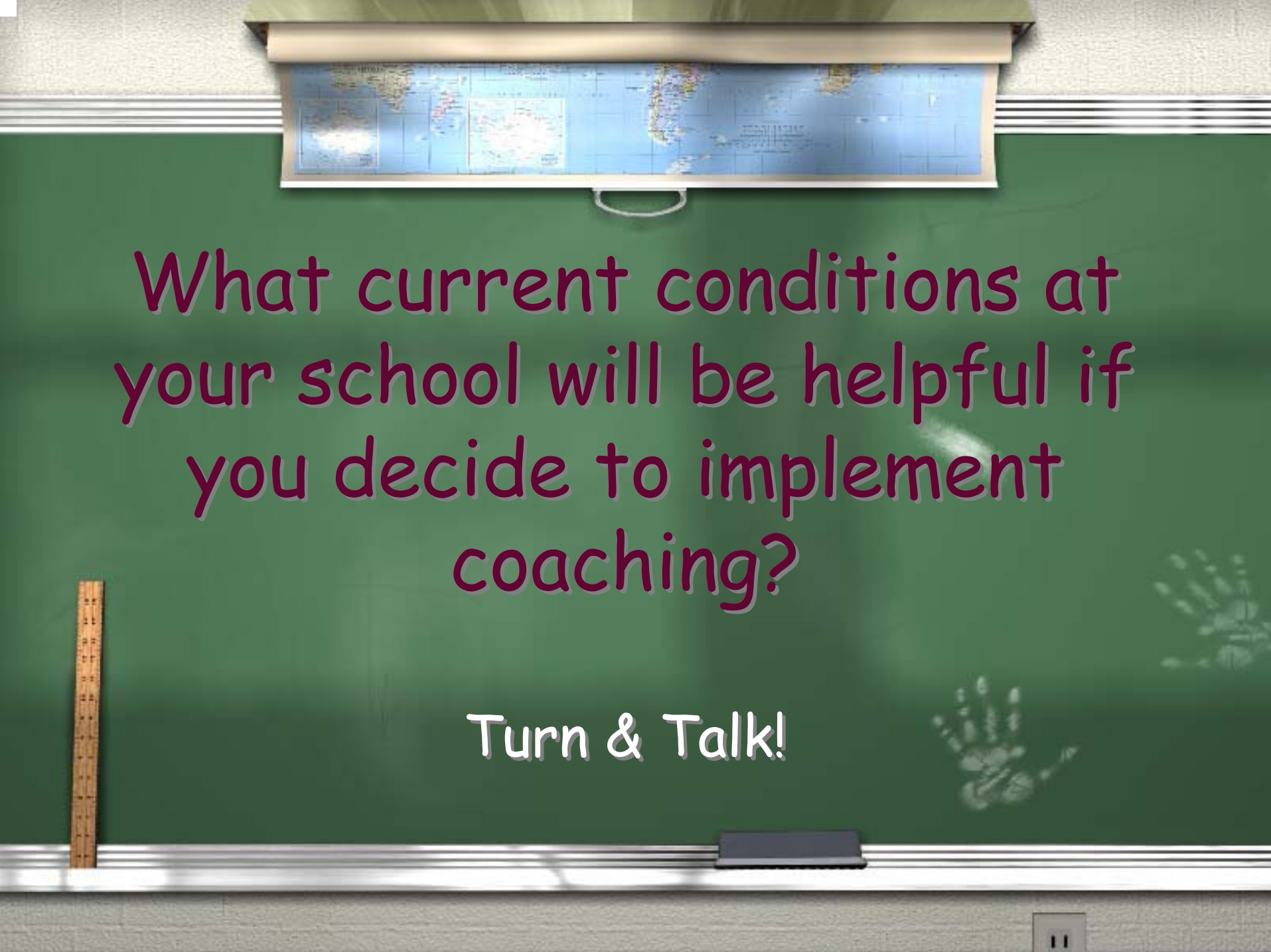
What are some challenges
you might face?

Turn & Talk!



Successes Along the Way...

-  The recruitment of "Star Players"
 -  Amount of teachers ready to take on the challenge
 -  Listening...
 -  "Sideline Conversations"
 -  Celebrating the Small Stuff
- 



What current conditions at your school will be helpful if you decide to implement coaching?

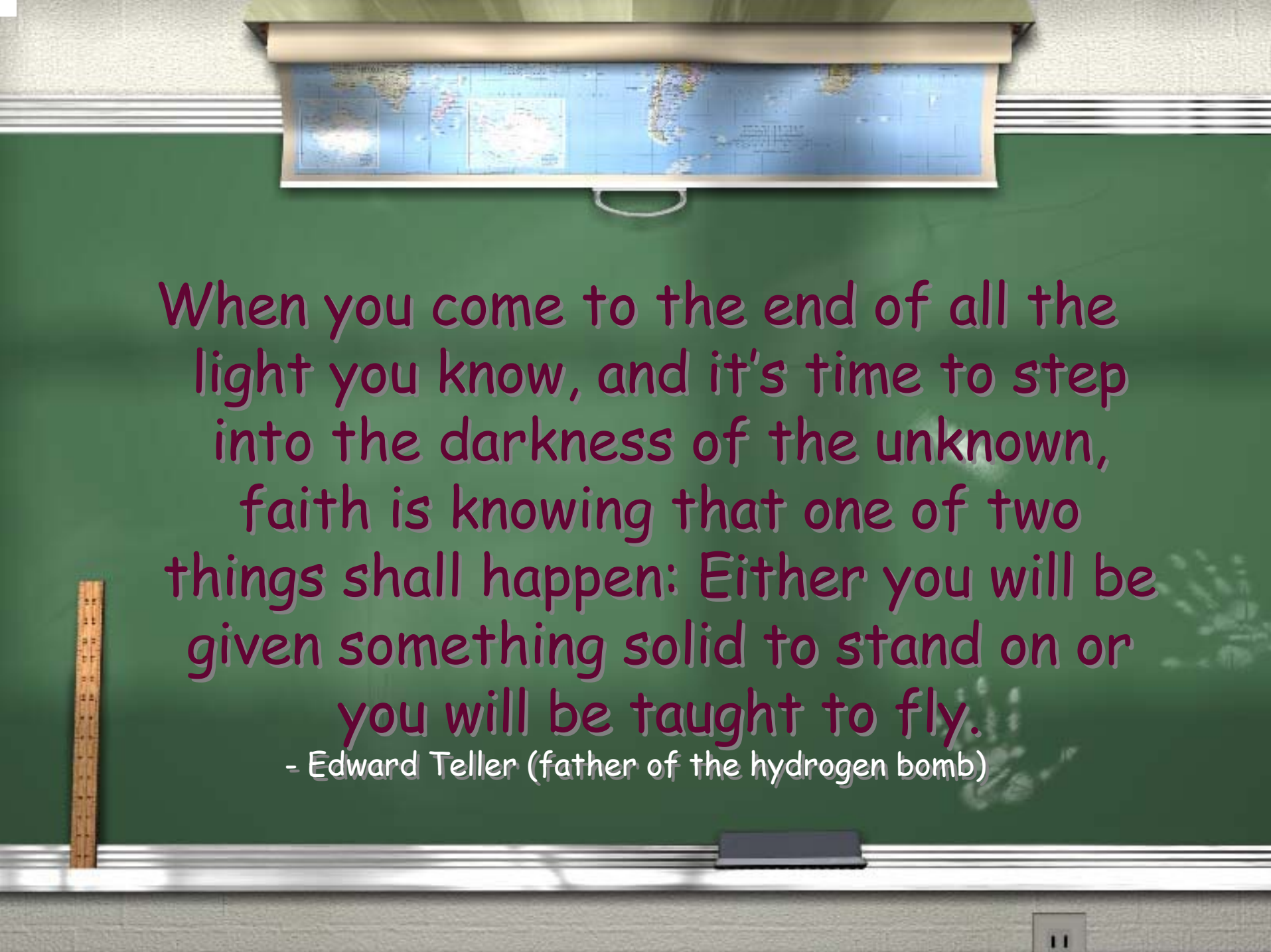
Turn & Talk!



Where We Are in
Our Journey...



Our Thoughts & Plans for the
2007-2008 school year...








When you come to the end of all the light you know, and it's time to step into the darkness of the unknown, faith is knowing that one of two things shall happen: Either you will be given something solid to stand on or you will be taught to fly.

- Edward Teller (father of the hydrogen bomb)



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