

ABSTRACT OF CAPSTONE

Hannah M. Scott

The Graduate School

Morehead State University

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A TOOLKIT FOR COACHING TEACHERS

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Volgenau College of Education
At Morehead State University

By

Hannah M. Scott

Bardstown, Kentucky

Committee Chair: Dr. Michael W. Kessinger, Associate Professor

Morehead, Kentucky

April 14, 2021

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A TOOLKIT FOR COACHING TEACHERS

What motivates people? Daniel Pink explored this concept in his book *Drive* (2009) and found purpose, autonomy, mastery, and connectedness are key ingredients to motivating people and increasing personal satisfaction. The purpose of this capstone is to introduce a coaching model for administrators to use that complements the existing teacher evaluation system and provides a vehicle for systemic coaching of teachers that builds capacity.

Currently, school districts are only required to have a certified evaluation plan (CEP). The CEP committee collaboratively creates the evaluation plan for all school staff and the school board approves the plan. The KY Professional Growth and Effectiveness System (PGES) may vary across each district but includes components of the Kentucky Framework for Teaching and some type of formative feedback that is intended to provide opportunities for teachers to grow from the evaluation process. However, districts are not required to engage in any coaching of teachers.

This literature review will highlight the shortcomings of our current evaluation system, including counting solely on the components of an evaluation system to improve teacher quality or change instructional practices. An extensive overview of existing research on coaching models, techniques, and approaches as well as coach and coachee roles will be examined. The culmination of this exhaustive review of the literature, combined with the researcher's experience, was *A Toolkit for*

Coaching Teachers designed for school administrators to use in conjunction with the teacher evaluation system. A Toolkit for Coaching Teachers will provide opportunities for purpose, autonomy, mastery and connectedness, while the evaluation system provides the accountability required by law. School administrators will learn how and when to move from the role of an evaluator to a coach and vice versa.

The target audience for A Toolkit for Coaching Teachers will be all Kentucky school administrators. The contents of the book will be provided online via an open source website and available upon request digitally. Widely respected organizations, such as the Kentucky Association of School Administrators, will advertise A Toolkit for Coaching Teachers as a free resource to draw members to their site or organization.

KEYWORDS: Coaching, KY PGES, Coach, Coachee, Impact

Candidate Signature

Date

A TOOLKIT FOR COACHING TEACHERS

By

Hannah M. Scott

Approved by

Lewis Willian, EdD Committee Member	Date
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Shane Shope, EdD Committee Member	Date
--------------------------------------	------

Michael W. Kessinger, EdD Committee Chair	Date
--	------

Timothy L. Simpson, PhD Department Chair	Date
---	------

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DEDICATION

I dedicate this work to my three daughters, my heart; to the children who come to school to learn, my passion; the children who come to school to be loved, my purpose and my why; and to my beloved brothers who did not make it to the school doors, Jonathan and Samuel. May each of you remember You matter. You are important. You are loved.

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I want to thank my husband, Andy, for the support with our girls and everything it takes to run our home. You have helped me model to our girls that we when we take the time to learn and grow, we give others around us permission to do the same. To my amazingly talented and beautiful daughters, I want to say thank you. Thank you for the sacrifices that you made that allowed me to do this thing.

A special thank you goes to Sharla Six. Thank you, for your encouragement and inspiration as a strong female leader. I would not be where I am today without the investment that you made in me. Never have I experienced such a year of transformational learning as I did during the year I served as a curriculum coach under your leadership. I am inspired by the way you invest in your team's potential through learning opportunities and coaching. You connected me with Scott Murphy, Dr. Jim Masters, David Raleigh, Paula Goss, Stevi Quate, Michelle Jones and many other amazing leaders of learning who impact my professional growth. It is hard to

say which experience was the most profound, but I am most grateful for the opportunity for leadership coaching with Scott Murphy and Stevi Quate. Thank you, Scott and Stevi for the way you interacted with me as coach. You profoundly impacted the way I view learning and coaching.

I want to thank the first person who created a safe place for me as young child and taught me the value of education. Thank you, Donna Cockrel, for telling all your students that you love them. I will never forget how scared I was to go to public school after being homeschooled all my life. You were the second teacher I experienced, and it was a transformational year. You took us to Washington D.C. for a for cultural experiences that would last a lifetime. You introduced us to Muhammad Ali and after hearing him speak about the civil rights movement, we shook his hand. You brought in Woody Harrelson to talk about hemp, an alternative farming crop that is booming today. Your bigger than life personality made me comfortable in your class. Teaching brought you joy and in turn you instilled a love for learning in me. The way I interact with students today is modeled from the care you showed me. Using the lens of historical perspective, you showed me that our experiences do not define us. I am grateful for the impact you had on the person that I am becoming.

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Executive Summary

What is the Core of the Capstone?

There is a need for coaching in schools. Not coaching from an athletic perspective but for academic and instructional performance. To establish the definition of coaching, it is important to first examine what coaching is not. Merriam-Webster (n.d.) defines coach as “one who instructs or trains” and coaching as “to instruct, direct or prompt” or “to train intensively (as by instruction and demonstration)”. While this is a common shared understanding of the term, it is not the intended definition for this research. Coaching is not directing, instructing, prompting, demonstrating, or training. The coach is not the conveyor of all knowledge nor are they the answer provider or problem identifier.

For *A Toolkit for Coaching Teachers*, the term coaching is defined as a conversation-based process with a goal to enhance self-awareness and promote self-directed learning through questioning techniques, a positive and supportive culture, an assumption of positive intent, and a belief in the ability of all people to learn and grow. Because this is a conversation designed to promote self-directed learning, the ‘what’ of the coaching conversation will depend on the needs of the coachee in terms of their professional learning and in relation to the vision, goals and priorities of their school. The term coach is defined as a school administrator who engages in this coaching process as an instructional leader of the school. The coachee is defined as a P-12 certified teacher who willingly engages in the conversation-based coaching process.

Coaching is a conversation-based process that aims to help teachers improve their own performance. In other words, coaching helps teachers learn how to become better teachers. We are preparing students for a future that does not exist yet. They must leave our schools as empathetic, creative, and adaptive young adults who are critical thinkers, flexible problem solvers, self-aware, collaborative, literate, globally and culturally aware, and who have a sense of social responsibility and ethics.

School leaders have a great responsibility to society. We must care enough about our students and staff to own the responsibility of engaging our teachers and facilitating their growth through coaching. To build capacity in others, we must ask good questions. Good questions require the coachee to think critically about teaching and learning. Good questions do not have single answers, are not leading in nature, and allow the coachee to discover they have the answers within themselves.

In education, there is often a need for an “AND” instead of an “OR” approach. When thinking about relationships, culture and instruction, we cannot afford to focus on one or the other. We must simultaneously build relationships and culture and improve instruction. Not only would coaching create an incredibly supportive culture, but it would also create an environment where everyone is connected to someone and everyone is learning and growing. It is through an unselfish collaborative approach meeting all teachers where they are, that curriculum and data can be analyzed, instructional changes can take place and conversations around beliefs and how those influence practices can have a tremendous impact on teaching and learning.

While there is limited research on coaching models, we know that teachers matter. It is difficult to measure teacher learning from coaching and the effect their learning has on student achievement. However, there exists research on the impact that teacher's instructional decisions have on student learning. Wenglinsky's (2000) analysis of National Assessment of Education Progress (NAEP) data highlights the importance of professional development for teachers. Coaching is a powerful on the job professional learning tool that can be used across all disciplines.

Currently, the only requirement by law that focuses on developing teacher effectiveness is an evaluation system, known as the Kentucky Professional Growth and Effectiveness System (PGES). However, this system does not provide a model for coaching teachers to facilitate this growth. The main purpose of the evaluation system is evaluating, with the teacher's growth being a byproduct of evaluative observations, feedback and conversations.

Problem Statement

There is no formalized process for teacher growth. There is no existing system that is designed to ensure all students have an excellent teacher by design. In Kentucky public school's teacher growth happens by chance in some schools, with intentional coaching in some schools, and not at all in other schools. This educational lottery that permeates our children's classrooms, schools, and districts cannot continue to exist. Additionally, administrators graduate from programs ill-prepared for many aspects of leading today's schools, including engaging in authentic coaching relationships with teachers (Hale & Moorman, 2003).

Principals are well trained for the managerial roles and the evaluator hat but are not prepared for the role of growing their teachers. Both teacher coaching and quality principal certification programs are more important than ever as neither the Kentucky Teacher nor the Kentucky Principal Internship Programs are required or even funded at this time (EPSB, 2018). As coaches, “The principal is no longer viewed as the primary instructional leader, rather the principal is challenged to assume the role of leader of leaders” (Ballenger et al., 2009, p. 540).

Struggling school cultures and climates, tensions with teacher unions, and years of practices that undermine a coaching culture are all obstacles for a new administrator that values coaching. Previous administrators may have had a hands-off approach to coaching, delegating this role to a curriculum coordinator or even teacher leaders, leading teachers to believe that administrators do not or should not have a fundamental role in building capacity in their staff. Even worse, previous administration may have brought in an instructional supervisor only to work with the ‘struggling teachers’. This creates a stigma around coaching that you are not good enough, do not have the capacity to solve problems and need guidance instead of the culture of coaching we want.

A culture of coaching says everyone deserves a coach, we all have room to grow and improve, and we are building our capacity to solve our problems of practice independently and on collaborative teams. In Kentucky public schools, there is no formalized process focused solely on teacher growth. Administrators are not prepared in their certification programs for the role of coaching teachers. There are

foundational aspects to coaching that include a positive culture and climate that may be lacking in some schools. A coaching culture is essential to identifying assumptions, misconceptions, beliefs, and values about teaching and learning in ways that allow both individuals and the community to learn and grow.

Purpose

The purpose of this capstone is to examine structures that currently exists to provide teachers the opportunity to grow and improve and offer a systematic model for improving teacher instructional practices. The existing evaluation system, as it is, is examined to determine is it enough for providing teachers opportunity to grow and improve their craft. While referred to as the evaluation system, the official title is the Kentucky Professional Growth and Effectiveness System. Evaluation comes from determining teacher effectiveness, but the system is labeled as a mechanism for teacher growth too. Additionally, existing literature was reviewed for correlations between teacher evaluation scores and student achievement.

This capstone project offers *A Toolkit for Coaching Teachers* as an invaluable supplemental resource to administrators. The Kentucky TPGES will continue to serve as an accountability meter tied to continuing employment and when needed, corrective action plans. However, *A Toolkit for Coaching Teachers* will provide the means and tools for teacher growth in the interim, between evaluations. The Toolkit will help guide administrators through the coaching process which will allow teachers opportunities for growth between evaluations. The coaching process will not be tied

to teachers' evaluations, but teachers will have a greater opportunity to grow and increase their effectiveness when provided this on the job coaching.

Moving from wearing only an evaluation hat to systemic coaching and evaluation, with clear role separation is not easy. Schools are complex systems, and the process of changing thinking unfolds over time. The Toolkit will help school administrators facilitate this change in a three-phase approach over time.

Guiding questions

This capstone examined several guiding questions in creating the Toolkit.

1. What can be found in the existing literature?
2. How might an administrator attend to the culture in their school? What tools might support a coaching culture?
3. What systems, structures, and resources might an administrator need to implement coaching processes in their school?

Review of Literature

The review of literature began with examining the current teacher evaluation system in Kentucky, the Professional Growth and Effectiveness System. The Teacher Professional Growth and Effectiveness System (TPGES) was designed to measure teacher effectiveness and to serve as a catalyst for professional growth and continuous improvement (Pharis et al., 2018). TPGES was rolled out in three phases starting with 25 school districts in 2010-11, 55 districts in 2012-13, and leading to a state-wide pilot in 2013-14 (Prichard Committee for Academic Excellence, 2013). After the three-year process with feedback and data collection, in 2014-15 all districts in Kentucky were required to implement TPGES unless that had a state approved evaluation system of their own (Prichard Committee for Academic Excellence).

The TPGES system requires each district to form a committee of administrators and teachers to create or modify their Certified Evaluation Plan (CEP) (Working on the Work, 2018). Annually the local board of education must approve the CEP before sending any substantial changes on to the Kentucky Department of Education (Working on the Work). The TPGES system serves as the only mandated formal process providing for teacher growth while simultaneously evaluating teacher performance. While the current evaluation system is brimming with problems, it is required by 704 KAR 3:370.

Coaching builds capacity in the coachee to solve their problems of practice independently and as a member of team. However, it is introduced here as a complementary practice that has potential to enhance the growth aspect of the

evaluation system to ultimately increase teacher performance and evaluation ratings. While a score on an outside tool is not the purpose of coaching, it can be part of the initial buy in for teachers until they truly understand a coaching mindset and culture. Styles and types of coaching are thoroughly examined in the literature followed by a discussion on the impact of coaching on teacher growth and performance.

Problems with the Teacher Evaluation System

There is existing research on the problems with the evaluation system such as misalignment with purpose (Borman & Kimball, 2005), inflated and inconsistent ratings (Connally & Tooley, 2016; Weisberg et al., 2009; Sartain et al., 2011; Tucker, 1997; Newton et al., 2010; Kentucky Teacher, 2015), and inaccurate statistical models (Sartain et al.; Darling-Hammond et al., 2012; Baker et al., 2013; Betebenner et al., 2011; Neal, 2013). Additionally, the proposed evaluation system is ripe with legal issues (Baker et al., 2013), concerns with quality of feedback (Feeney, 2007), and a general lack of changes in instructional practices or teacher quality based on evaluation process (Frase & Streshly, 1994). Given these concerns, it is difficult to justify using an evaluation tool as our only method for both measuring teacher effectiveness and providing teachers opportunities for growth.

Misalignment with Purpose. The paradigm in education policy requires the evaluation system is to both measure and build teacher effectiveness by defining achievement standards for students and holding teachers responsible for students reaching those standards. Sartain et al. (2011) outline the changes made to teacher evaluation systems from single observation, checklist, single observer, high

performance ratings, and lack of student outcomes to a new way of evaluating teachers. Moving towards TPGES, teachers' evaluations now allow for multiple entry points, use of rubrics with an instructional continuum, multiple observers, varied (in intent) performance ratings and link to student performance (Sartain et al.). Despite noble intent with many changes made, the teacher evaluation system continues to fail to meet the dual purposes of both measuring and building the effectiveness of teachers. The Joint Committee on Standards for Educational Evaluation (2009) provides the purpose of personnel evaluation as; "...to help provide effective services to students... personnel evaluation can and must be designed and constructed to encourage and guide evaluatees to perform more effectively" (p. 3).

During the first year of statewide implementation, Kentucky Commissioner of Education Terry Holliday describes TPGES as designed to promote professional growth (Kentucky Teacher, 2015). Holliday elaborates explaining, "We shouldn't focus on the label; we should focus on the feedback and how teachers can use it to grow and improve" (Kentucky Teacher, para. 5). However, both the format and the process of the evaluation cycle does not ensure for the growth and improvement of teachers.

Many teacher evaluation systems follow a predictable cycle. First, the quality of teacher performance is documented with an overall rating ranging from ineffective to exemplary. Next, the teacher is held accountable for this performance. The National Council on Teacher Quality (2012) highlights, "In 2009 not a single state awarded tenure based primarily on teacher effectiveness; in 2012, nine states require

that performance of teacher's student be central to the decision of whether teacher is awarded tenure" (p. 3). Additionally, if a teacher is rated ineffective they may be placed on a corrective action plan, fired, or non-renewed. Finally, the public expects teachers ranging from incompetent to highly effective to be motivated and empowered by this rating to improve their instructional practices and student learning. The term growth is within in the title of the TPGES. The public voted policy-makers into office that created this state-mandated system. It has the dual purposes of an effectiveness score and intended growth outcome. An assumption can be made that the public expects TPGES to motivate teachers to improve.

Like many other education reforms, the evaluation system reform seeks to improve schools in ways unrelated to the direct improvement of classroom instruction. It is as if there is a buffer between education reforms and constructive scrutiny of instruction which allows for continued privatization of the teaching practice and profession. Privatization in this sense is not referring to the 'school choice' movement but to teaching in silos or teaching as a very private practice instead of teaching under the collective scrutiny of professional learning communities that are comprised of all stakeholder groups. If teachers continue to receive ratings alongside inconsistent feedback and teaching practices continue to be privatized, instructional practices are not likely to improve.

Inflated and Inconsistent Ratings. Inflated ratings on teacher evaluations are concerning with most teachers receiving ratings in the top categories and very few identified and dismissed for mediocre performance under the teacher evaluation

system (Connally & Tooley, 2016). For example, in Chicago only 0.3% of teachers were identified as Unsatisfactory while 66% of schools are not meeting state standards and a whopping 93% of teachers were identified as either Superior or Excellent (Sartain et al., 2011). Inflated ratings are a concern in these Chicago schools where over half were not meeting state standards, yet most teachers were rated Superior or Excellent and negligible number were rated Unsatisfactory. Weisberg et al. (2009) conducted a study across 12 school districts in Arkansas, Colorado, Illinois, and Ohio, and found that less than one percent of surveyed teachers received a negative rating on their recent evaluation. This low percent raises false hope about teacher quality and does not correlate with research that approximates 5% to 15% of teachers are marginal or incompetent (Tucker, 1997).

In a Kentucky Teacher article, Kentucky Commissioner of Education, Dr. Terry Holliday ask, “How can most teachers be rated high, yet only 50 percent of our students are performing at the highest levels?” (2015, para. 3). Dr. Holliday recognized 93.5% teachers rated as accomplished or exemplary in the first year of the statewide implementation of TPGES seemed inflated as compared to student results (Kentucky Teacher).

Teacher effectiveness ratings differ across years, classes, and statistical models (Newton et al., 2010). When inconsistency between principal and observer were analyzed in Chicago schools, Sartain et al. (2011) found that the principals were considering previous evaluation ratings. This can be controlled for in research, but it is not in actual annual teacher evaluations. Inflated and inconsistent scores suggest a

major disconnect between classroom results and classroom evaluations and fail to produce a positive impact on teacher growth.

Inaccurate Statistical Models. In a move towards accountability and a common language to talk about research-based teaching practices, Kentucky adapted Danielson's Framework in 2011 as a foundational document for educators, titling it Kentucky's Framework for Teaching (KyFft) (Dodson, 2017). Many other states have followed suit, by adopting Danielson's Framework and making it their own.

According to the National Council on Teacher Quality (2012), eleven states newly required student growth or achievement to have superior weight on teacher evaluations with nine additional states requiring student achievement to significantly inform teacher evaluations (p. 2). The Kentucky teacher evaluation system did not come with a method for measuring student growth or achievement. As schools grappled with the relationship between teacher effectiveness and student achievement, decisions must be made on how to measure student learning for the required student growth goal component of the TPGES.

When looking at teacher effect previously, researchers answered the same questions and typically chose state or national student achievement data due to convenience more than merit of the assessment (Norman, 2010). As Gitomer (2007) attested, "Were other indicators of student learning also available, a more robust triangulation of teacher effects would be possible" (p. 30). Norman explains the challenge in selecting the appropriate statistical methodology to analyzing the assessment results, "Statistical tools to tease out the relationship between teaching

competence and student learning are necessarily complex” (p. 210) leading to greater scrutiny of the main contenders. Since adding student growth and achievement to evaluations, many states have come to depend on the same convenient data, albeit national, state or local measures.

Upon early investigation it might appear from the changes in the evaluation systems from the Danielson Framework that there is a strong relationship between classroom observations and student performance in reading and math (Sartain et al., 2011). The highly rated teachers and students with the most growth and low rated teachers and students with the least growth as in Sartain et al. study of Chicago Public Schools. However, these relationships are based on value-added models that both researchers and practitioners have serious concerns.

Additionally, teaching and learning are becoming more a team approach with multiple teachers and peers influencing the learning and with greater differentiation and individualization based on the increasingly diverse needs of communities. Darling-Hammond et al. (2012) stated, “Given all of the other factors operating, it appears that “teacher effectiveness” is not stable enough construct to be uniquely identified even under ideal conditions....Furthermore, some teachers may be effective at some forms of instruction or in some portions of the curriculum and less effective in others” (p. 10-11). Consequently, statistical models cannot accurately consider all the variables that influence teaching and learning.

In response to Every Student Succeeds Act, some measure of growth must be included in the state education accountability systems (Data Quality Campaign,

2019). Most common is the student growth percentiles (SGP) with 23 students using this measure, 12 using the value-table, 10 a growth-to-standard measure, 9 the value-added measure (VAM), 3 the gain score measure, 3 a less common measure not previously classified, and 10 using multiple measures (Data Quality Campaign, p. 6). Both the SGP and the VAM require use of advanced statistics to communicate information that can be complex for the public and do not account for standards. Kentucky uses multiple measures with the value-added table and growth-to-standard. These two models do not use statistics, contain language familiar to the public, are dependent on state-determined criteria, and are not intended to be used to infer how adults contribute to student proficiency (Data Quality Campaign).

Value-added Models (VAM). Goldhaber et al. (2007) explain, “To get a more direct measure of teacher quality, we estimate teacher effectiveness based on a teacher’s value-added contribution toward student achievement on standardized tests” (p. 5). Value-added models assume that student learning can be measured well using a test, is only influenced by a teacher, and can be isolated from classmates’ growth and achievement and other class or school factors. Because value-added models were designed to measure teacher effectiveness when students were randomly placed in the teacher’s class, they become inaccurate when there is a large amount of a specific sub-population, such as at-risk students, placed in a teacher’s class (Darling-Hammond et al., 2012). Even when demographics and prior achievement are controlled for, value-added models lead to an oversimplification and inaccurate measure of teacher effectiveness (Darling-Hammond et al.).

This measure of quality is itself controversial. As Goldhaber et al. (2007) explained, using standardized student tests to measure teacher quality is “controversial, as these tests are clearly only able to capture a slice of the contributions that schools and teachers make toward student learning” (pp. 5–6). Additionally, there are no universally approved methods to calculate a teacher’s value-added contribution to their students’ learning and the methodology chosen can influence results (Ballou et al., 2004; McCaffrey et al., 2004; Rubin et al., 2004; Tekwe et al., 2004).

Student Growth Percentiles (SGP). Some states began using SGPs when value-added models came under public scrutiny with a growing body of research indicating potential problems using these to determine teacher effectiveness (Baker et al., 2013). SGPs are a measure a student’s growth from one predetermined point another point as compared to their same grade peers’ growth. The peer group could be across the state or the nation, depending on the test. The growth period could be fall to winter, fall to spring, fall to fall, or even a two-year period, again depending on the test.

Baker et al., (2013) indicate there is far less research on using student growth percentiles for determining teacher effectiveness because they were not designed to measure teacher effectiveness. Student growth percentiles are descriptive measures of the individual student’s growth in comparison to peers. Betebenner et al., (2011) describe the purpose of the development of the student growth percentiles as intended to separate the description of progress, the SGP, from attribution, to teacher or school

for progress. Student growth percentiles are not designed to consider other factors that contribute to student achievement. Using student growth percentiles as a measure of teacher effectiveness requires an assumption that all growth of all students in a classroom is only attributable to that teacher.

High Stakes Testing. Using high stakes testing as part of teacher evaluation is problematic because they use screening and pre-screening procedures to create uniformity on test items. Neal (2013) points out, “While this uniformity promotes reliable measurement when students are tested under low stakes, it also implies that educators benefit from being able to coach their students on test-taking techniques that help them do well when questions are asked in a particular manner or format” (p. 343).

Consider the ACT. There are countless study materials that students can purchase to practice ACT-like questions to improve their score. This means that when the average ACT scores increase in a school, there was not necessarily an improvement in learning but could be that there was improved test preparation by students. Even test developers face strong incentives to develop questions that are like the format of questions used in norming experimental sessions before the assessment is taken by students to get the desired invariance properties (Neal, 2013). This means that the test remains unchanged from the experimental sessions which is more likely to yield higher results than a completely different test. Considering these factors and others, it is unlikely to meet the two objectives of defining achievement standards and holding teachers accountable for students reaching those standards with one

assessment system. When these assessments move from low stakes to high stakes with the purpose to evaluate the effectiveness of teachers or schools, an opportunity for coaching students to become better test takers reduces authentic content learning and just inflates test scores.

Beyond the validity of high stakes tests are the broader goals of teaching, some of which may not have a connection to student achievement. As Podgursky and Springer (2007) argued, teaching is multidimensional, but only some areas are measured and rewarded. If weighty value is given to student achievement, schools must consider what other critical areas of development may be ignored or undervalued and what does this communicate to students, teachers, and society. For example, teachers' might make considerable progress with development of their students' or civic responsibility. If this were a school of students with emotionally and behavior disabilities, some might argue that is more important or foundational to content standards. Podgursky and Springer propose researchers investigate how accomplished teaching impacts multiple goals of education and be aware of possible unintended consequences of inflexible definitions and measures of accomplished teaching.

Legal Issues. Beyond the misalignment of teacher evaluations that led to high stakes testing and accountability-driven system, are the shortcomings of using student performance data in teacher evaluations. Statistical models where arbitrary distinctions cannot be made, but are made and used in teacher evaluations or personnel decisions are questionable both ethically and legally. Tenure teachers have

a property interest in continued employment that is provided by the 14th amendment. Baker et al. (2013) warn, “VAMs and SGPs may be vulnerable on both procedural and substantive due process grounds” (p. 11).

Attributing student performance data to specific teachers and schools may violate the due process rights of teachers because of technical shortcomings due to concerns with reliability, validity, and understandability. “Due process is violated where administrators or other decision-makers place blind faith in the quantitative measures, assuming them to causal and valid (attributable to the teacher) and applying arbitrary and capricious cutoff-points to those measures (performance categories leading to dismissal)” (Baker et al., 2013, p. 19). There should be a limited use of student performance data and only for broad general purposes such as identifying where problems might exist in a large district or which teacher might need more frequent observations and coaching.

Quality of Feedback. Sweeney (2007) found that feedback on simplistic teacher evaluation models was rudimentary, often inaccurate, shallow, and included only a single rating overall. Models that have a performance rubric, such as the Kentucky TPGES, allow for more descriptive feedback aligned with characteristics of teaching, but Sweeney’s case study revealed, “suggestions and recommendations alone would not necessarily engage teachers in reflective inquiry to promote self-directedness” (p. 194). Interestingly, Sweeney’s perspective on evaluation is more closely aligned to coaching than traditional evaluation, “The process of an effective evaluation should not judge behaviors based on fixed standards. Rather, ... should

lead teachers to construct their own understandings in response to the context in which they find themselves” (p. 196).

Teacher Evaluations and Student Achievement. One argument of the teacher evaluation system and focus on measuring teacher effectiveness is to provide the best teachers to all students and particularly to the most disadvantaged students. In a study conducted by Borman and Kimball (2005), the measure of teacher quality was not a statistically significant predictor of student achievement, and higher teacher quality ratings had no equalizing effects. Furthermore, teachers rated higher on the evaluation system do not close the achievement gaps between high- and low-achieving students and students from low income or minority backgrounds (Borman & Kimball). The results of this study bring into question the need for an evaluation system if the ability to close achievement gaps is not a component of teacher quality. One might wonder what could replace the evaluation system to benefit teacher effectiveness and student learning.

Norman (2010) also found, “Little research has clearly associated assessments of accomplished teaching with measures of student learning” (p. 209). The challenge lies both with incomplete or insensitive assessments of performance and linking the results to student learning (Norman). Problems such as how do we measure teacher performance, to whom do we compare teacher performance, how do we measure student learning, and what is the appropriate statistical method to isolate the relationship between teacher performance and student learning arise when we attempt to link accomplished teaching to student learning (Norman).

Frymier (1998) presents a unique approach to accountability and student learning. He proposes that if learning is a student behavior that manifests in terms of a change in thinking, feeling, or acting, then granting this responsibility for student learning to teachers absolves student responsibility for learning. Frymier theorizes that replacing students' internal locus of control with an external force, results in decreased motivation and less control. For students to be self-directed learners, they need to feel a sense of control of their learning. However, when teachers accept the responsibility for their students' learning, they will insist that students do as they are told instead of thinking and constructing meaning for themselves resulting in greater dependence. Whomever accepts responsibility for the learning is in essence the creative director of the critical thinking and constructing meaning, according to Frymier.

An issue with assuming teacher evaluations correlate with student achievement is the assumption that great teachers exist in large numbers waiting to replace ineffective teachers. That is incorrect and misaligned with the purpose of education. In fact, there is a teacher shortage crisis across the country with less young adults pursuing degrees in education, as educators have been historically underpaid, and the profession not given the respect it is due (Garcia & Weiss, 2019).

Additionally, educators do not trade off students who do not perform well for students who achieve at high levels. Philosophically, the profession is both humanist and constructivist in that teachers persist in seeking and creating approaches that work best within the ever-changing societal demands and increasingly diverse

communities. Growing individual and teams of teachers' capacity as instructional leaders and their effectiveness in terms of student learning more closely aligns with the philosophical goals of education.

Evaluations and Change in Instructional Practices. Feeney (2007)

examined the quality of feedback provided to teachers throughout the evaluation process and how the feedback is provided and used by administrators. Feeney found that the evaluation process alone does not necessarily promote inquiry and self-directedness. Despite feedback being defined as descriptive and observable with characteristics of effective teaching, Feeney's longitudinal study found that both the ratings and feedback in summative evaluations fall short of either motivating or guiding both the mediocre teacher and the good teacher to improve upon instructional practices. Evaluations, by nature, take out the self-directed learning that is a critical part of growth.

In an extensive study of evaluation systems in all fifty states after the No Child Left Behind Act of 2001, Hazi (2009) found that supervision and teacher evaluation are often used as synonymous concepts. Hazi explains the problem with embedding professional learning into teacher evaluations, "what appears on the surface to be an effort toward building teacher capacity, may simply portend prescribed designs for required teacher learning activities and are inconsistent with adult learning principles" (p. 13). Evaluations become ritualized as supervision is renamed instructional leadership (Hazi). The changes to evaluations were driven by policy changes that trickled down to state statutes. They did not necessarily result in

changes to instructional practices because the policies do not consider adult learning principles.

Conclusion. There are many problems that stem from current teacher evaluation systems. These problems range from simplified comments and rating, undistinguishable process between both excelling and struggling teachers, inconsistency in rating by different evaluators, inaccurate statistical models, teacher ratings that do not correlate with student achievement, to a lack of change in instructional practices from evaluations. The public holds the misunderstanding that measuring effectiveness will increase effectiveness or will result in smaller numbers of ineffective teachers in schools, hence the obsession with evaluative tools. Teacher quality has not improved following major reforms in education, and large percentages of incompetent teachers remain in the classroom and can be identified by colleagues, parents, and students (Frase & Streshly, 1994).

With inflated evaluation scores a serious concern and professional growth plans that are not aligned to evaluation findings (Frase & Streshly, 1994), teacher evaluations are a compliance checkpoint, not an impactful tool for changing instructional practices. Despite the problems with teacher evaluations, schools funded by the public have a moral obligation to provide high quality teaching to all students. A shift from evaluation as an isolated event towards something that fosters building capacity in teachers through self-directed learning and professional dialogues throughout the year is needed to improve instructional practices.

Coaching Origins

Coaching appeared as an offshoot of the Human Potential Movement in the 1970s (Spence, 2007). As Maslow demonstrated (1965), humans have an inherent drive for self-improvement and growth. Spence explained, “the term ‘coaching’ appears intermittently in the literature prior to the 1980s and was generally limited to the study and enhancement of sports performance” (p. 260). Timothy Gallwey (1974), considered by some to be the father of coaching, wrote one of the first publications about coaching, titled *The Inner Game of Tennis*. He used a sports analogy to compare the principles of tennis to other aspects of life (Gallwey, 1974). Gallwey popularized these principles with *The Inner Game of Work* (2000). Sir John Whitmore (1992) took Gallwey’s original ideas and developed a formalized process using a model he named G.R.O.W. (Goal, Reality, Options, Will). As the main theorist of modern coaching, Whitmore included the G.R.O.W. model in his book *Coaching for Performance* in 1992. Whitmore explains coaching:

I can control only that which I am aware of. That which I am unaware of controls me. Awareness empowers me. No two human minds or bodies are the same. How can I tell you how to use yours? Only you can discover how, with awareness (p. 17).

As an offshoot of the human potential movement, “coaching emphasizes unlocking human potential and improvement of performance” (Mouton, 2016, p 130). There were no recognized division of coaches and coaching by form and activity, but in the review of the literature, three broad categories of coaching emerged: life,

business, and personal (Mouton). Most styles and types of coaching fall in one or more of these categories. For this research, sports coaching was not examined. Coaching faculty would fall under the broad category of business coaching.

Coaching, A Growth Tool

Gawande (2011) shares a fascinating personal story in his New Yorker article Personal Best:

There was a moment in sports when employing a coach was unimaginable - and then came a time when not doing so was unimaginable. We care about results in sports, and if we care half as much about results in schools and in hospitals we may reach the same conclusion.... We could create coaching programs not only for surgeons but for other doctors, too—internists aiming to sharpen their diagnostic skills, cardiologists aiming to improve their heart-attack outcomes, and all of us who must figure out ways to use our resources more efficiently. (para. 85)

Gawande (2011) was referring to a plateau reached in his medical career as a surgeon and an epiphany that he had, to become a better surgeon and to continue to grow he needed to get a coach (Smith & Smith, 2018). Smith and Smith artfully point out, “Skillful coaching is the epicenter for high-performance teams and athletes worldwide. Similarly, skillful coaching is the heart of peak leadership performance, whether it is surgical, musical, relational, or instructional performance” (p. 2). Gawande shared, “Avoiding just one major complication saves, on average, fourteen thousand dollars in medical costs—not to mention harm to a human being” (para. 85).

Could coaching prevent mistakes in the classroom that might cost years of learning?

Coaching has been used to elevate human performance when more traditional methods have failed across public and private industries from sports, winemaking, singing, to now the field of education and leadership.

While there is limited existing research on coaching interventions in public education, there are many quantitative studies in a variety of fields that indicate positive outcomes. These studies suggest coaching needs to be investigated further as a potential growth tool for Kentucky teachers. The variety of definitions of coaching, including a conversation-based process that increases self-awareness and promotes self-directed learning, allow for transferability of the concept to all fields. Existing research indicates coaching increases resiliency and self-efficacy (Franklin & Doran, 2009; Grant et al., 2009; Evers et al., 2006), goal attainment (Grant et al.; Spence et al., 2008; Spence & Grant, 2007; Green et al., 2006), grades or GPA (Sue-Chan & Latham, 2004), proficiency at a task (Miller et al., 2004), and mental health (Green et al., 2006).

The learning that teachers undergo matters in terms of student outcomes. Specifically, Wenglinsky's study (2000) found that students taught by teachers who received specific professional development in working with diverse student populations outperform their peers by 107% on the NAEP in mathematics. However, in comparison, students taught by teachers who had a major or minor in math outperformed their peers by a mere 39% percent (Wenglinsky). Coaching is one

method for on the job professional learning that can be used across all disciplines and has the potential to positively impact student outcomes.

Teacher Professional Development. The usual form of training for pre-service or in-service teachers has been the one-day in-service with limited opportunities for follow-up support. This is repeated three more times in a year, but potentially with unrelated content, to total 24 hours of professional development required by KRS 156.095 (Professional Development Coordinators Training, 2020).

In 2018 monies in the state budget allotted for teacher professional development and the Kentucky Teacher Internship Program (KTIP) to school districts shrunk to zero dollars (McLaren, 2019). This elimination of professional development funding, along with other state and federal cuts to education, drastically impacted school districts. Eliminating professional development and KTIP funds impacted teachers' access to professional development, especially in impoverished communities. While there were other sources of funding, such as Title 1, Title II and local funding sources, those monies are likely allocated in the budget for other expenses.

School districts are still required to develop a professional development plan that meets the goals outlined in KRS 158.6451 (Professional Development Coordinator Training, 2020). Schools are left with seeking creative and alternative sources of funding or using internal sources of trainings for these four days of professional learning. Internal sources of trainings often results in more of what already exist within the school. An internal trainer might be a central office

administrator who has been out of the classroom for several years. They might lead professional learning around topics already familiar to the teachers.

While staff development might lay at the heart of improving student achievement, a 1985 national survey of teachers rated professional development provided by their schools as the least effective source of learning (Smylie, 1989). Surveys conducted of professional development opportunities for teachers indicated they were “patchwork of opportunities—formal and informal, mandatory and voluntary, serendipitous and planned” (Wilson & Berne, 1999, p. 174). If legislation, resulting policies like the current Every Student Succeeds Act (ESSA), Kentucky’s TPGES, and traditional professional development approaches are not effective in growing teachers, what can influence teaching practices?

Coaching is a tool for teacher growth allows for teachers to implement new practices with real students and given the complexities and challenges of classrooms. This model allows for an authenticity and real time feedback from a coach that the outdated one-day in-service could not provide. In fact, Joyce and Showers (1982) found that training of teachers reinforced by ongoing coaching led to 80 to 90 percent implementation of new practices. Thirty years later, Neuman and Cunningham (2009) found comparable results in that professional development paired with coaching resulted in marked improvements in language and literacy practices for teachers whereas professional development alone had negligible effects on improvements in the quality of their practices.

Teachers are required accumulate 24 hours, or four six-hour days in school calendar, of professional development annually. However, Supovitz and Turner (2000) found that “both teaching practices and classroom cultures were affected most deeply after intensive and sustained staff development activities...; the big change in teaching practice came after 80 hours of professional development, while the big change in investigative culture came only after 160 hours” (pp. 975-976). This is considerable more hours than are required by Kentucky statute. Divide 160 by six-hour days and that totals to over 26 days of professional learning, which sounds astronomically expensive. However, these 160 hours could be broken down to very well designed and intentionally planned 30-minute weekly PLC, 30 minute bi-weekly staff PD, 30-minute semi-monthly coaching session and reflection, a monthly hour book study, and a two-day summer learning retreat. If all PLC’s and faculty meetings are truly professional learning opportunities, it would take three years to reach 160 hours. Supovitz and Turner went to say, “Teachers with less than 40 hours of professional development had more traditional practices (i.e., less inquiry-oriented) than did the average teacher” (p. 972).

Not only do teachers who have access to coaching implement new practices learned at a greater percentage than those learning from traditional professional development models, but also their accuracy in implementation is impacted by coaching. Kretlow and Bartholomew (2010) conducted a metanalysis of coaching studies and found “overwhelmingly, coaching improved the accuracy of teaching behaviors across studies reviewed” (p. 293). While none of the 13 studies prompted

teachers to use data to make decisions and only five reported any student data, three demonstrated experimental effects of coaching and improvements in student outcomes (Kretlow & Bartholomew).

Similarly, Neuman and Cunningham (2009) found that professional development, when paired with coaching, significantly improved language and literacy practices for teachers whereas professional development alone had negligible effects. Through a longitudinal study of the effects of one-on-one coaching of teachers as a method to improve student literacy learning, Biancarosa et al. (2010) found substantial and increasing effects that persisted through summer breaks, "... standard effect sizes of .22, .37, and .43 in years 1, 2, and 3, respectively" (p. 22). Professional development characterized by "active learning" and social construction of knowledge are more impactful on teachers' instructional practices than passive learning and independent learning (Desimone et al., 2002).

Coaching is a promising job embedded professional development strategy. Coaching allows for ongoing feedback and support as teachers implement high quality practices. Coaching can be a competency-driver that ensures evidence-based practices are implemented as intended and an accelerator for positive student outcomes. In short, the nature, duration, and quality of teachers' experiences impact the effect professional development has on changing instructional practices and influencing student outcomes.

Coaching Roles

Before reviewing the types and styles of coaching, reviewing the historical roles of coaches is noteworthy. In *Coaching Approaches & Perspectives*, Killion (2009) discuss the 10 roles of coaches. These roles include data coach, resource provider, mentor, curriculum specialist, instructional specialist, classroom support, learning facilitator, school leader, catalyst for change, and learner. Conversations are structured differently depending on the role that coach is fulfilling.

A school leader might fill many of these roles in different coaching conversations. The priorities of the school needs of the coachee, position of the coach, and style of the coach would influence the role of the coach. A new teacher may need a coach that fills the role of a resource provider during a portion of their interactions. Whereas, a person that is hired as a literacy specialist may play the role of curriculum specialist and focus on building the coachees capacity in literacy. Veteran teachers may be paired with new teachers as mentors or teachers with Google certifications may be paired with teachers not comfortable with technology as mentors. Administrators working to improve their school's overall performance ranking may center coaching conversations around common assessment data.

Types and Styles of Coaching

Different approaches and models of coaching have emerged over the years as a promising method for supporting professional learning. These approaches and models fall loosely within the broad categories of life, business, or even sports

coaching. The following coaching models reflect different learning theories with varying power dynamics, roles, and responsibilities among participants.

Executive Coaching. Executive coaching has become a profitable industry within the business sector and has the most comprehensive literature. Core features include formation of a relationship with a formal agreement and one-to-one learning that is professional goal-focused and valued by the coachee (Smith & Smith, 2018). Allison and Reeves (2012) created the Leadership Performance Coaching Model from the executive model but with a conversation pattern recognizing the mutually beneficial collaborative thinking that results from coaching: “1) Greet and Hold Accountable; 2) Focus on the Conversation; 3) Listen; 4) Deep Understanding; 5) Interact Through Questions; 6) Reflect and Brainstorm; 7) Commit to Action” (p. 26).

Allison and Reeves (2012) use a strategy called ‘I see you’ to greet coachees and missteps are viewed as opportunities for growth. Allison and Reeves’ model is not “afraid to compliment, reward, recognize, or even celebrate the accomplishments of others” (p. 186). However, this praise is not disingenuous as coaches maintain a sense of reality celebrating opportunities for learning too (Allison & Reeves). Focusing on the conversation helps the coach ask the right follow up questions and know when the coachee is stuck. After posing a powerful question, the most important skill of coaching is listening (Allision & Reeves). In training their coaches, Allision and Reeves explain “if they listen with nothing added, nothing resisted, nothing judged, they are probably doing more for their client than anyone else has up

to this point” (p. 243). Allison and Reeves propose that coaches must have a deep understanding of their field for the coachee to benefit. Questions drive the coaching relationship and are described as open-ended and “designed to elicit reflection and introspection” (Allison & Reeves, p. 46). Lastly, coaching results in action. Allison and Reeves explain, “The best provocative questions incite the client to realize breakthrough solutions and actions that had not previously been considered” (p. 120).

Leadership Coaching for Educators. Karla Reiss (2009) blends the formal business coaching structure with conversational leadership coaching structure to develop leadership coaching for educators called, Reiss’s POWERful Coaching Framework™. This model includes Purpose; Outlook and Obstacles; What; Empathize, Empower, Encourage; Recap and Record (Reiss). In *Coaching Approaches & Perspectives*, Reiss debunks common myths of coaching. Anyone cannot step into the role of a coach (Reiss). Reiss indicates coaching is more than asking the right questions and listening to responses. Coaching requires experience in a leadership role and specialized training (Reiss). Coaching does not have to occur in person. Coaching could take place over the phone or virtually using the latest interactive technology (Reiss). Along with early pioneers of coaching Gallwey (1974) and Whitmore (1992), Reiss believes coaching is for everyone.

Authoritative Coaching. Authoritative or directive coaching appeared as evaluators recognized a need for more than ratings coupled with feedback (Aguilar, 2013). An example of an authoritative style of coaching is mentoring.

Traditionally, mentoring has meant a one-to-one relationship between a novice and an expert with a specific ending time, where the mentor does the teaching and the mentee does the learning (Nash, 2010). The mentor determines context and parameters for mediating knowledge. Aguilar (2013) outlines times when an authoritative or directive approach may be appropriate. A direct approach may be needed when a teacher is in crisis, when they ask for suggestions, or when they are learning a new skill. In these situations, the administrator should be clear about shifting from the role of a coach to an evaluator, mentor, or consultant. Authoritative coaching is common in the broad category of sports coaching. While authoritative coaching can be seen in business coaching, it would rarely be present in life coaching.

Communities of Practice. Beliefs and practices around coaching and mentoring are gradually shifting as there is a deeper understanding of how sustainable communities of learning develop. Crafton and Kaiser (2011) describe the concept of communities of learning, “Communities of practice offer a more complex view of long-term collaborative learning in which participants stay together over time, develop tools, including language, and artifacts unique to their community as they also shape new identities in the process” (p. 107). Communities of practice in schools are referred to as Professional Learning Communities (PLCs).

Within the PLCs, language develops infrastructures for these communities, scaffolds group’s work towards its achievements, supports identity development and relationships, and is critical to transformation and sustainable change (Crafton & Kaiser, 2011). In other words, PLCs engage in dialogue and develop new shared

knowledge from these conversations. Each member's contribution is valued, and productive discord arises from tensions.

However, the community continues to shift as it learns and grows towards shared goals. Communities of practice can refer to both group and individual learning with coaching occurring in both settings. Stelter and Law (2010) also describe coaching as a narrative collaborative practice, emphasizing the unfolding of a story, through language, overtime, and in a social setting. Communities of practice are unique to groups in a learning setting, such as a school or business.

Coaching Light Versus Coaching Heavy. Killion (2009) discusses the short-term role of coaching light as relationships being formed, and the urgency to move and stay in heavy coaching after the first few weeks. Coaching light is driven by the desire to be appreciated and build relationships through providing services, resources, or engaging in tasks that help teachers, but have limited potential for impact on teaching and learning. Teachers feel like they have an advocate who understands the complexity and difficulty of their work and who will empathize with them.

Coaching heavy includes "... high-stakes interactions between coaches and teachers, such as curriculum analysis, data analysis, instruction, assessment, and personal and professional beliefs and how they influence practice... driven by a coach's deep commitment to improve teaching and learning, even if that commitment means risking being liked" (Killion, 2009, p. 23). Coaching heavy involves working with all teachers, not just the teachers that want to grow and want to be coached. Coaching heavy is not heavy-handed, evaluative, or directive, but is an intense laser-

like focus on teaching and learning. Killion clarifies “this does not mean teachers feel fear, anxiety, or dread. Rather, teachers [should] feel a heightened sense of professionalism, excitement, increased efficacy, and satisfaction with teaching” (p. 24).

Peer Coaching. Peer coaching has been tried with limited success in some studies. Conner (2017) found coaches should be “system leaders”. Without that role, it would be difficult to organize systematic change and growth through coaching around a small number of priorities. If using untrained peers as coaches, it would be highly likely that feedback would be all over the place. The cost of training all teachers in coaching would be astronomical and unrealistic in the age of shrinking school budgets.

Principals are trained to be instructional leaders and if they further develop these skills as they gain more experience, they have the potential to have considerable stronger impacts on instructional outcomes than peer coaches, especially with the tension of evaluations removed as a barrier (Connor, 2017). This tension can be removed when there is clarity around which role the principal is playing, coach or evaluator, in each interaction. Peer coaching may be seen in both the business setting and the sports setting but would be uncommon in life coaching.

Internal versus External Coaching. While there are benefits to both, internal coaching is more feasible than external coaching in school districts because of scalability and sustainability for driving change and improving performance. Internal coaching is also more cost-effective for schools implementing both pilot programs

and entire certified staff coaching. Rock and Donde (2008) found high retention, engagement, productivity, performance, and rate of improvement in organizations that use internal coaching programs. However, Rock and Donde cautioned that internal coaching models must manage credibility, trust, conflicts, boundaries, and demand versus capacity to grow and navigate change. Sports teams typically have internal coaches, while a life coach is almost always someone that is external to that individual's family and business associates. Businesses use both internal and external coaches, but schools typically only use internal coaches to save on costs.

Instructional Coaching. Jim Knight (2007) is a widely recognized author and researcher on instructional coaching. When he first started studying the concept, it was referred to as learning consulting, then instructional collaborating, and later instructional coaching (Knight). Knight's approach to instructional coaching is as a partnership with seven key principles; equality, choice, voice, dialogue, reflection, praxis, and reciprocity. Instructional practices that coaches delve into are classroom management, content, instruction and assessment for learning. Traditionally, instructional coaches have not been administrators because of the barriers that exist to being evaluator and coach. Limited school budgets and the shifting role of school leaders from managerial leaders to instructional leaders require principals to have the tools to shift from coach to evaluator seamlessly.

Instructional coaches may model lessons, facilitate learning teams, conduct observations, analyze data, and build relationships. Whether the instructional coach is their official title, or they are also an administrator, they can increase their impact and

teacher buy-in by focusing on the high-leverage practices that respond to the teacher's most pressing concerns (Knight, 2007). Knight describes an instructional coach as mainly a dialogical coach as they partner with the coachee, but they are aware of and can use facilitative and directive coaching as warranted. The instructional coach's primary role is to encourage reflective practice as they partner with teachers to provide on-going, embedded, non-evaluative, professional learning (Knight). Instructional coaching is unique to schools.

Facilitative Coaching. Effective coaches use a blended coaching model approach and move between instructional coaching roles as an expert consultant, collaborator, and teacher, and facilitative approaches (Smith & Smith, 2018). Facilitative coaching takes a constructivist approach with the goal of producing changes in the coachee's cognition (Schwarz & Davidson, 2009). Facilitative coaching is a metacognitive process with the coach assuming an ongoing mediational role to build the coachee's capacity through reflection. This coaching process is also conversation-based. A facilitative coach does not share their expertise as this model encourages the teacher to do most of the thinking using teacher-focused goals (Aguilar, 2013). The collaborating teacher is seen as an equal who makes most to all the decisions during coaching. This relationship is fostered with empathy, paraphrasing and asking powerful questions (Aguilar). The coach is a sounding board, not an expert or answer provider. This style would be appropriate when a teacher is struggling to get along with a team member. Facilitating the individual or

teams' growth is the goal of coaching in of coaching in business, life, and sports (Palmer & Whybrow, 2007).

Cognitive CoachingSM. One of the most common forms of coaching in public schools is Cognitive CoachingSM (Smith & Smith, 2018). The process to become a certified Cognitive CoachSM includes an intensive eight-day training with many opportunities to practice skills learned. Cognitive CoachingSM takes the coachee through a planning, reflecting or problem-resolving conversation map with a focus on mediating the coachee's thinking, perceptions, beliefs, and assumptions with the goal of self-directed learning (Smith & Smith). Cognitive CoachingSM is about building capacity in others or in groups of people around relational and extended abstract thinking.

While studies on the impact of Cognitive CoachingSM on student achievement have not represented statistically significant findings (Rennick, 2002; Slinger, 2004), there have been reported increases in teacher efficacy (Alseike, 2005; Edwards & Newton, 1995) but with mixed findings depending of the efficacy or reflective thinking instrument used. Cognitive CoachingSM could be used in business, life, or sports but is more commonly used in the general category of business coaching.

Impact Coaching. Impact coaching is new to the education field and incorporates several aspects of previously described coaching models. There are two components that stand out as unique: focus and quantification (Smith & Smith, 2018). Focus is unique to impact coaching in that it requires leaders to, "... engage in sharply focused, critical, and nonjudgmental dialogue about and therefore effective

implementation of those leadership practices that research suggests have the most significant impact on learning for all and student achievement” (Smith & Smith, p. 11). There is no more cherry picking of what we like best, what is best for adults, or what is easiest to implement without rocking the boat.

Quantification is about assessing the impact of coaching and “requires the coach and school leader to understand the impact on students of all teachers and their own impact as school leaders and act on that impact” (Smith & Smith, 2018, p. 11). This wording can be traced to the term ‘effect size’ in research where 0.40 is equivalent to one academic year of growth and the term ‘high-impact practices’ mean practices with 0.40 or greater effect size (Hattie, 2013). One can almost hear John Hattie saying, “Know Thy Impact”, while listening to him talk about how educators can accurately argue almost everything we do impacts students, but should we not harness our efforts on those instructional strategies that have the most ‘bang for our buck’ (Hattie). However, remember the discussion on the teacher evaluation system and the myriad of problems associated with attributing student achievement to teacher performance, or in this case, impact.

Knight (2018) further describes impact coaching as using a dialogical approach to coaching where the coach is a partner, the teacher has valuable knowledge but may need new knowledge to grow and expertise is shared from the coach. The focus is the student, and there is a balance of advocacy with inquiry. This definition allows for the social construction of knowledge and understanding as a collaborative effort.

The Impact Cycle. Before breaking down the impact of coaching on instructional practices and student learning, examining the impact cycle as a style of coaching has merit. The impact cycle is built on the idea that learning is a social endeavor that involves language in a partnership approach where the coach and teacher work as equals with goal of making a powerful, positive difference in student's lives (Knight, 2018). This means learning comes from conversations with people. Knowledge is constructed from interactions between the coach and the teacher as equal partners. Their partnership is formed with a shared interest in impacting students' lives. Within this partnership there are three stages: Identify, Learn, Improve. During the identify stage, the coach and teacher select a goal and a teaching strategy to meet the goal (Knight). As part of the learn stage, the coach explains and models the strategy, so the teacher can learn to how to implement the strategy (Knight). The improve stage provides opportunity for the coach to monitor the strategy and student success (Knight). The teacher will adjust the strategy to be as effective as possible during the improve stage.

Impact provides an accountability measure. The coaching partners in the impact cycle are accountable, in this case, to the students not to the leaders (Knight, 2018). Throughout the cycle the coach and the teacher use an impact cycle checklist.

Knight et al. (2017) authored a reflection guide for the coach in the partnership throughout the impact cycle. This guide facilitates the coach's growth, learning and reflection in ways the coach may be unable to they are new to this process. For example, the coach is prompted to reflect on how they are affirming their

teacher, collaborating with their teacher, how they are balancing advocacy with inquiry, and how the experience is changing them (Knight et al.). While this impact cycle is focused on the individual teacher and the coach relationship, there are other cycles such as Jim Collin's (2001) flywheels that focus on the broader perspective of the school or system but also have implications on coaching partnerships.

Flywheel. The flywheel was first introduced in Collin's 2001 book *Good to Great* and further explained in his 2019 book *Turning the Flywheel: A Monograph to Accompany Good to Great*. In the broader perspective, flywheels are the foci or disciplined action of the system by the disciplined people who engage in disciplined thought relentlessly pushing a giant heavy flywheel (Collins, 2001; Collins, 2019). This concept is a form of coaching groups of people. This discipline is needed to create momentum over lengthy periods of time that lays the foundation for building cultures that last (Collins, 2001; Collins 2019). Interestingly, Collins (2019) argues that independence is needed much like the combination of autonomous and partnership in coaching. Collins (2019) also promotes self-discipline like rejecting pressures to conform with incompatible teacher evaluation and accountability standards. Disciplined people are an outcome of Collin's (2019) model, showing we do not need hierarchy such as evaluations tied to personnel decisions when coaching could be used to build individual and collective capacity. Disciplined thought is another product of Collin's (2019) model, indicating we do not need the bureaucracy or compliance that comes with mandated standards when teachers can think through

the purpose of school and deep learning to create a culture that correlates with exceptional performance.

The impact cycle comes full circle with Collin's (2019) flywheel concept in that the organization or system makes a distinctive and "unique contribution to the communities it touches and does its work with such unadulterated excellence, that if it were to disappear, it would leave a gaping hole that could not be easily filled by any other institution on the planet" (p. 37). In the words of a coach, Collins warns that greatness is a journey not a destination. "No matter ... how much we have achieved, we are merely good relative to what we can do next.... The moment you think of yourself as great, your slide toward mediocrity will have already begun" (Collins, p. 37). Both the impact coaching cycle and the system flywheels are deceptively simple processes. The reason coaching is not already part of our education system and flywheels cannot be the same across all school systems is because both are complex and do not have one simple formula that will fit all teachers and all schools.

Summary Types & Styles of Coaching. Each coaching model discussed has some format for conversations that involves reflection and some level of mediating thinking. Jackson (2008) provides a guide for strategic conversations with teachers that improves their instructional practice instead of providing supervisory feedback. Jackson's guide uses a dynamic continuum to determine a teacher's needs, operates under the assumption of shared expertise, uses different approaches based on teacher's needs, provides ongoing feedback tied to professional growth and development and is proactive. In determining a teacher's needs, Jackson recommends

using a Skill-Will Indicator Mat with similar coachee behaviors and coach strategies rather than the Five States of Mind that are used in Cognitive CoachingSM (Smith & Smith, 2018).

Conversations across many coaching models are strategic in that they are built upon shared understandings, beliefs, and commitments. These conversations uncover underlying pre-existing, but often sub- or unconscious assumptions. Jackson (2008) describes the four types of strategic conversations as reflective, facilitative, coaching, and directive but the first three are used more in coaching conversations than the last. Reflection is part of the coaching process in all three categories of life, business, and sports coaching.

Designing a coaching model for administrators to use with classroom teachers that allows for the flexibility of a blended coaching approach based on the needs of the coachee is complex. One limitation of many coaching models is that coaching is non-linear. Coaching does not proceed from one step to the next in a predetermined fashion which can result in disjointed conversation even with the best intentions and best designed models.

Coaching is about building our capacity as educators and leaders, but we must not confuse it with evaluation, or we lose the opportunity to grow. While measuring our impact may be meaningful, motivating, and helpful to some, it is not to the majority or we would not be in the state we are with our current system for measuring our impact. Additionally, we must remember the legal and moral ramifications of

ignoring other factors that contribute to and detract from student achievement and growth.

Coaching, Results, and Accountability

The goal of coaching teachers is to facilitate their growth and therefore their students' growth. If schools embrace coaching as method to facilitate teacher learning, a natural question that may arise is how will schools account for coaching. In other words, how will school administrators justify the time they spend coaching teachers? Fontaine (2016) explains "there is an ongoing tension in the American public education system between the values of excellence, equity, and efficiency" (p. 1). Coaches would need data to prove the value of coaching in furthering the excellence, equity or efficiency of the teaching and learning process in their school. Fontaine cautions "data is (sic) socially produced and reflects existing social biases" (p. 9). Sectors outside of education have found that data-mining practices are not insulated from human prejudice. For example, historically disadvantaged groups face systems of inequality in when data calculations are used in hiring and employment (Barocas & Selbst, 2016) and criminal sentencing risk assessments (Angwin et al., 2016). A note worth considering in terms of our need as a society to hold people accountable.

We also have a small way of thinking about accountability. We think that people want to escape from being accountable. We believe that accountability is something that must be imposed. We must hold people accountable, and we devise reward and punishment schemes to do this. These beliefs are so

dominant in our culture that they are difficult to question, yet they are the very beliefs that keep us from experiencing what we long for. (Koestenbaum & Block, 2001, p. 3)

Fontaine (2016) describes accountability processes as a tool of power that “shift authority and control to policymakers, bureaucrats, and test makers over professional educators” (p. 1). This is important to make note of in relation to coaching because teachers will experience these power shifts differently. Self-directed who have developed exceptional expertise in their area of teaching may find these measures deprofessionalize teaching, decrease autonomy, and reduce motivation (Jones et al., 1999; McNeil, 2000; Lipman, 2009; Apple, 2009; Gilliom, 2009). Teachers with less experience who work in environments that lack resources may find that these accountability systems help them deliver higher quality and more equitable instruction (Scheurich et al., 2004). Coaches must remember the contradictory ways teachers may experience accountability systems in the way they discuss these systems in coaching conversations. Additionally, this is important for any accountability measures, real or perceived, attached to coaching. As discussed previously, teachers may perceive coaching as another accountability measure to supervise teachers.

Coaching Components that Impact Instruction. Regardless of the coaching model used, a trusting relationship is foundational to the partnership between the coach and the teacher (Heineke, 2013). Other crucial components to coaching that are important in building teacher capacity and impacting teacher practices are

individualized or differentiated learning (Kraft et al., 2018), availability, credibility, and two-way professional discourse (Heineke; Flückiger et al., 2017; Crafton & Kaiser, 2011). Frequent actionable feedback (Reinke et al., 2014; Huff et al., 2013; Reddy et al., 2017) paired with focused with goal-setting (Kraft et al., 2018; Flückiger et al.; Wang, 2017) and self-reflection (Czajka & McDonnell, 2016; Passmore & Rehman, 2012; Flückiger et al.; Huff et al.) are important to creating a culture of coaching that creates the desired results in terms of teacher learning and student outcomes.

Coaching from a cognitive instead of authoritative stance is incredibly important in building teacher capacity (Heineke, 2013). The authoritative stance eliminates multiple correct pathways to a solution and illuminates the administrator as the knowledge source and answer provider. A cognitive approach that mediates thinking is facilitative and allows for dialogue as more than one solution is explored and both the coach and coachee can be sources of knowledge and experience.

The role of language and social interaction in constructing understandings play a huge role in effective coaching (Crafton & Kaiser, 2011; Flückiger et al., 2017). Language is as critical to constructing knowledge. It is through reciprocity that genuine, teacher-initiated dialogue can emerge around problems of practice, that will foster deep change in those practices. For this reason, questioning techniques are important when using any coaching model. Kretlow and Bartholomew (2010) found that coaching improved the accuracy of teaching methods with specific improvements

in skills, accuracy in number or percentage, modeling and prompting, guided practice, opportunities to respond, and engagement.

Desimone and Pak (2017) investigated coaching in terms of professional development and found “when examining understanding instructional coaching through the lens of the 5 empirically predictive elements of PD, the model presents itself as a powerful tool for improving teacher knowledge, skills, and practice” (p. 3). These five elements of professional development that would be important in any coaching model are content focus, active learning, coherence, sustained duration, and collective participation (Desimone & Pak).

Impact of Coaching on Teacher Learning. Both reflective and responsive coaching hold value and have a time and place in changing instructional practices regardless of who holds the role of coach (Heineke, 2013). Following attending summer workshops on teaching practices and working with an instructional coach in their school districts, 85% of the teachers (or 70 of the 82 total teachers) were found to be implementing new instructional practices (Cornett et al., p. 207). “If we compare the 85% (Knight, 2009) to the rate of implementation that Showers (1993) reported following high-quality professional development without coaching, this represents a 70% increase in teacher implementation” (Cornett et al., 2009, p. 207). Coaching has leverage potential that does not exist with traditional professional development.

Impact of Coaching on Student Achievement. Two underlying assumptions of a coaching model in schools are 1) teachers’ behaviors (in terms of instructional

practices and beliefs) evolve overtime through coaching and 2) these behaviors affect student achievement. Teachers matter, and their observable and unobservable characteristics and behaviors can be linked to student achievement (Goldhaber & Brewer, 1997). Improving teachers' practices can impact student achievement and does not necessarily require a lot of hours of coaching (Shilder, 2009; Kraft et al., 2018). For similar reasons to why teacher effectiveness and student achievement are difficult to link in causal studies, it is difficult to measure the impact that teacher learning acquired from coaching has on student achievement. There are many other school, home, and student factors that are difficult to control for in these studies. Due to challenges of making a link between teacher learning and student achievement in causal studies, there is limited existing research on the impact coaching teachers has on student achievement.

Regardless of the type of coaching used, there are many intricacies to coaching. Additionally, coaching is non-linear in nature and dependent on the needs and the learning of coachee. It is a challenge to measure the learning of the coachee and even more challenge to make a direct association between their learning and student achievement. Coaching should exist as a method to grow teachers because there is existing research on the impact of coaching on teachers' skills (Knight, 2007) and instructional practices (Heineke, 2013; Knight). As the direct beneficiary of the intervention of coaching and with no other formal process in place, coaching should be provided to teachers as a method to facilitate their growth. Additionally, researchers should continue to study the effects coaching teachers has on student

achievement and growth in hopes to better understand and define the many factors that effect student learning in the future.

Sparse Quantitative Research on the Effects of Coaching Teachers. Limited research exists that evaluates coaching interventions with many coaching studies lacking a control group. Much of the existing research include case studies (Bjerken, 2013), mixed methods (Matsumura et al., 2012), and meta-analysis of other studies. However, these studies often have a very narrow focus such as coaching as a learning methodology in driving instruction or impact of coaching on a specific classroom-based intervention (Bradshaw et al., 2018; Matsumura et al.) and do not meet the standards of rigorous research. Many studies are descriptive in nature (Bjerken), so causal inferences are inappropriate. Because all states have adopted some form of teacher evaluation system, it has been impossible for studies to be conducted on the impact of coaching on instructional practices and student learning in isolation from the pressures of evaluation. Additionally, while studies have attempted to link teacher learning to student learning (Rodriguez, 2018), it is difficult to measure learning, attribute that learning to one source. It is especially difficult when the source is a coach because the study would be trying to determine how teacher learning influences student learning.

The lack of quantitative research indicates a need for a state-wide coaching model. A coaching model available to all schools could generate a large amount of both qualitative and quantitative data. Research studies around a coaching model

available to all schools would contribute exceptionally to the field of public education.

Shifting Between Evaluator Hat and Coaching Hat. Woulfin and Rigby (2017) propose that coaching and teacher evaluation systems can intertwine. However, their model separates evaluators and coaches with the administration supporting the role of coaches, conditions in which coaches work, and systems to support collaboration (Woulfin & Rigby). With rapidly disappearing funding and principals serving as visionary leaders creating the school's instructional vision, school leaders must be hands-on coaches. There are other ways that the role of evaluator and coach can be separated. For example, administrators can have one list of teachers they evaluate and a different list of teachers that they coach.

Coaching has the potential to support teacher growth and enhance performance on evaluations. Coaching has a student-centered focus on growing teachers' capacity to identify and solve problems of practice, both independently and in groups but in the absence of the pressures of evaluation.

Administrators serving dual roles of evaluator and coach without adequate training can undermine the trusting relationship needed and may result in superficial and infrequent feedback. Because coaching is counterintuitive to the way that leadership is thought of as evaluative in nature, administrators will need support in shifting between their roles of evaluator and coach.

It is important to clearly define the roles and the various hats of a school administrator. School administrators may need to clearly state which hat they are

wearing in different situations to make the shift towards deeper learning opportunities for teachers which in turn impact student learning. In making this shift, it is important to unearth assumptions and beliefs, clearly identify roles and processes, and minimize miscommunication. It is necessary to allow for flexibility and growth from both coach and coachee and important for the coach to avoid an interrogation that might lead to defensiveness. Relationships are crucial to student learning and will not be any less critical to teacher learning during the coaching process. Coaching cycles will need to include relationship building as foundational, feedback, goal setting, and continuous monitoring and support.

Adding coaching of all staff to the administrators' current roles will require training and a heavy time investment of the school administrator. However, the cost is minimal compared to using external coaches that are less effective in changing practices due to being off-site and not part of the school culture. A limitation of coaching shared by Kraft et al. (2018) is buy-in because "no matter the expertise or enthusiasm of a coach, coaching is unlikely to impact instructional practice if the teachers themselves are not invested in the coaching process" (p. 32). Coaching requires a willingness on the teacher's part to open themselves up to critique and an intentionality from the coach to build strong relational trust and to avoid being authoritative and an answer provider (Kraft et al.; Wang, 2017). Kraft et al. recommend using a pilot program with willing participants before gradually scaling up to a school-wide program.

Following a meta-analysis of the effect of teacher coaching on instruction and achievement, Kraft et al. (2018) recommends the following information be considered in designing a study of a coaching model and the same could be applied to the design of a coaching model.

- The theory of action underpinning the coaching program
- The target population of teachers, including novice versus more veteran teachers
- The fidelity of implementation of the coaching sessions
- The length and features of other complementary PD elements of a coaching model
- Information on how teachers and schools were recruited and compare to those that did not volunteer for the study
- The number of coaches as well as any training and support they receive
- Coach background characteristics
- Estimates of the per-teacher cost of delivering the coaching program
- A clear explanation of the type of PD available to teachers and schools in the control conditions
- Information about the reliability of outcome measures including observation instruments, achievement tests and self-report surveys”

(Kraft, 2018, p. 34-35)

Summary

In a high-stakes accountability era, there is a glaring discrepancy between the purpose of accountability and what accountability looks like, with how to achieve this purpose being overlooked. Instead of an end goal of giving teachers a score, systems could focus on an end goal of growing teachers. What is best for students? A complicated system of giving a teacher grade or an intentional systematic process for improving instructional practices and student learning? Coaching has the potential to be that systematic process for improving the instructional practices of teachers, teachers' evaluation results and ultimately student learning.

Why were this Capstone and Related Strategies Selected?

Several core beliefs I hold have molded my approach to school leadership. These beliefs, while not articulated in the same words or the same way, are shared by my school and district leadership team. Holding shared beliefs and values has allowed our school and district to implement coaching practices that further inspired my passion for coaching teachers. I place a tremendous value on coaching teachers while viewing our current evaluation system as lacking, albeit required by law, without a vehicle by which to grow teachers.

- I believe every student deserves a great teacher, not by chance, but by design because teacher effectiveness has the greatest impact on student achievement.
- I believe that everyone needs and deserves a coach. Building capacity in others goes beyond purpose and adds meaningfulness to our lives.

- I believe that all students and staff are well intentioned, want to be successful, and we (teachers and leaders) must evaluate our impact through the success and lack of success of our students/staff.
- I believe that teachers can be the instructional leaders of a school and instructional practice and performance can be improved through building collectively teacher efficacy.
- I believe all staff must lean in, engage in productive dialogue, and lead to create a future of possibilities for our students.
- I believe that a productive struggle is necessary for learning and growth in students, staff, and leaders. This productive struggle will create tensions. I believe that change is a given and in the absence of change there is no learning or growth.
- I believe that “we” is greater than “me” and in the value of collaboratively leadership to build and act upon a shared vision and mission.
- I believe that all students and staff can learn at high levels given appropriate scaffolding and support.

I love building capacity and a sense of agency in teachers as they learn and transform into our instructional leaders. My attention to detail and creativity has enabled me to create a guide for coaching teachers that school administrators will use in a systematic way that combined existing best practices from current coaching research.

Strategies in the Toolkit has been created from a combination of existing literature around coaching, effective instructional practices, the teacher evaluation system. Additionally, the researcher's firsthand experiences teaching, evaluating, coaching, being trained in coaching models, and mentors influenced the development of the Toolkit. These mentors were experienced practitioners in the field of education who spent years in schools as a classroom teacher, administrator and eventually a district level administrator.

Who is the Capstone Meant to Impact?

The capstone project, *A Toolkit for Coaching Teachers*, is intended to directly impact teachers' beliefs and instructional practices in a way that builds a teacher's capacity within themselves, to solve problems of practice individually and collectively. As the teacher learns and grows, they discover there are multiple right answers, and their thinking is pushed. Changes may occur in the teacher's instructional practices, classroom management procedures, interactions with parents, and even interactions with their colleagues and supervisors. These changes to teacher practices are intended to impact student learning.

The coaching process will indirectly impact the coach and students. The impact is indirect because coaches are not directly working with students and the program is not designed to facilitate the growth of coaches but the growth of teachers. The program provides a pathway for coaching teachers which naturally leads to the coach learning and growing in the area of coaching. The administrator who is coaching the teacher may find themselves changed or otherwise impacted by the

coaching conversations that they have with their teachers. Further research needs to be conducted to determine the extent of the impacts on students and coaches.

Context of the Capstone

Public school administrators will have access to *A Toolkit for Coaching Teachers* as a resource for implementing an intentional coaching model. Steps to creating a culture of coaching are outlined in this Toolkit and include:

- How might we increase buy-in from faculty?
- How might we build a culture that supports coaching?
- What might a living coaching document look like and how can it support walkthroughs and one-on-one or group coaching sessions?
- What systems and structures might be needed to schedule and monitor coaching processes? How might pre-planned coaching questions to begin conversations support the process?
- How might we use questioning techniques to build agency and capacity in others?
- How might we reduce our bias during coaching conversations?
- What questions might drive a system check to improve coaching structures, systems, and processes for the following year?

Components of the Capstone

A Toolkit for Coaching Teachers is in the format of a website designed specifically to guide public school administrators in the process of building a culture for coaching their teachers. The website is divided into Phase 1 and Phase 2. A Phase 3 component is planned to be developed outside the scope of this capstone project.

Administrators just beginning coaching in their school will want to start with the tools and resources in Phase 1. Phase 2 would be for administrators in year two or three of coaching with some success and with a positive culture and climate that supports relationship development. Administrators on year four or five that have developed a culture of coaching in their school, want to continue this culture, and desire expand their coaching practices would utilize the planned Phase 3 section of the website. Many aspects of Phase 3 would be optional based on the needs of the school.

The three phases are divided into components. Each component on the website has three sections: clear rationale, critical attributes, and an example. However, school administration teams is encouraged to increase their capacity and their understanding of concepts by creating their own documents with their school brand and their school priorities embedded instead of using the example provided as their own. The contents of each phase on *A Toolkit for Coaching Teachers* website are outlined in the following table.

Table 1

Overview of Website Components

Phase 1	Phase 2	Phase 3 *Post Capstone
Attending to Culture <ul style="list-style-type: none"> • Circle Up • Communication Hub • Visioning 	Attending to Culture <ul style="list-style-type: none"> • Teachers Need Real Feedback • Everyone Deserves a Coach Invitation • Coaching Vision & Matching Survey • The Myth of Average • Backwards Bicycle 	Leaders Choosing a Coach <ul style="list-style-type: none"> • Why do Leaders Need a Coach?
Coaching Culture <ul style="list-style-type: none"> • Want to Get Better? • Personal Best • The Making of an Expert • Reflecting Protocols 	Coaching Towards Self-Discovery of Talent <ul style="list-style-type: none"> • Who's Got Gifts • Learning is Sharing 	Coaching Classified Faculty* <ul style="list-style-type: none"> • Coaching Document • Coaching Cards • Calendar Control • Matching Coach to Coachee
Pilot Program <ul style="list-style-type: none"> • Official Invitation • Commitment and Matching Survey • Pilot Program Feedback Survey 	Coaching Groups <ul style="list-style-type: none"> • Norms, Goals, Roles, & Progress • Making Decisions as a Group • Group Coaching Cards 	Coaching Students* <ul style="list-style-type: none"> • Types of Student-Centered Coaching • Focused Goal Setting & Progress Checks
Coaching Resources <ul style="list-style-type: none"> • Calendar Control • Coaching Cards • Living Coaching Narrative • Questioning Techniques 	Other Resources <ul style="list-style-type: none"> • Coaching Process Survey • Systems Check Phase 2 • Impartial Coaching Part 2 	Peer Coaching* <ul style="list-style-type: none"> • Building Teacher Capacity
Other Resources <ul style="list-style-type: none"> • Impartial Coaching • Systems Check 		

*Note: *Optional tasks in Phase 3*

How will the Capstone Project be Implemented?

A Toolkit for Coaching Teachers is available to P-12 public school administrators online as a resource for implementing an intentional coaching model alongside teacher evaluations. It is available online as an open source guide for coaching and via Google Drive upon request. When complete, I will contact the Kentucky Association of School Administrators (KASA) for their consideration of making the final product available via their website.

Impact of the Capstone

Primarily, the Toolkit is designed to directly impact teachers by building their capacity to solve problems of practice individually and collectively. The capstone is designed to increase teacher self-awareness and self-directed learning. As previously discussed, coaching may have desirable indirect impacts on students and coaches.

Coaching is a universal concept, applied to disciplines outside of education from the business world to athletics and even the medical field. From district leaders, school administrators, teachers, bus drivers, food service workers, instructional assistants to students, everyone deserves a coach. While this Toolkit for coaching is written for school administrators who are coaching teachers, there are implications for coaching other school staff. As administrators gain a deep understanding of coaching concepts, the ability to apply coaching concepts and skills, they may realize that some of the same principles can applied to coaching other school staff.

After publishing this capstone, the researcher hopes to conduct quantitative research around the results of schools implementing the concepts and strategies

presented in the Toolkit. Other practitioners studying coaching may conduct quantitative research to determine the effectiveness or impact of the information and strategies presented in the Toolkit. Future studies with qualitative methodologies would allow researchers to dig deeper into the why behind the data from those initial studies.

Limitations of the Capstone Project

A Toolkit for Coaching Teachers does not have external validity as there has been no study conducted and no data collected. The purpose of this capstone was to introduce a coaching model for administrators to use that can exist alongside the required teacher evaluation system to provide a vehicle for systemic coaching of teachers that builds capacity in teachers.

The non-prescriptive nature of coaching is a limitation of this capstone project as it creates ambiguity and subjectivity. This subjectivity would make the coaching aspects difficult to measure in future studies, especially if conducted retrospectively. The non-prescriptive nature also has the potential to create problems with implementation of the Toolkit when an administrator does not know how to transition between the roles of evaluator and coach. Because coaching is counterintuitive to the way leadership is thought of, as evaluative in nature, trust can be damaged when the coach wears the evaluator hat while coaching.

Coaching requires a willing participant. For the Toolkit to have a chance at success, there must be a level of existing relational trust and investment from both the

administrator and the teacher. Lack of buy-in in the process from either the coach or the coachee is a limitation.

Much like teacher effectiveness and student achievement is difficult to link in causal studies, it is difficult to measure the impact that coaching has on a teacher's learning and subsequent student achievement. Validity would be threatened because it is difficult to control for the many school, home, and child factors that impact student achievement. Additionally, factors such as school culture, school leadership, teacher experience, school demographics, and curriculum quality and alignment effect instructional practices and teacher quality. These extraneous variables are limitations for future studies on the effects of the Toolkit.

Reflections

School leaders' roles are becoming increasingly complex. They can no longer exist as single-faceted managers or evaluators. Choosing a capstone project that contributes to the field of education and helps leaders with the complexity of their constantly evolving roles was a challenge. Teacher's roles are also becoming increasingly complex as the purpose of school shifts with the needs of society. Consequently, there emerged a capstone project that facilitates the growth of teachers with processes and strategies intended to impact the learning of teachers.

I was fortunate to have experiences, mentors, coaching, and opportunities to attend expensive professional development to build my skills as a coach. Without those opportunities, I would not have been able to effectively coach teachers. However, I am certain with the training this capstone provides I would have been able

to effectively coach teachers sooner than I would with trial by error. I know many administrators do not have the same opportunities that I did.

This capstone project provides administrators with access to my synthesis of the research, learning from my mentors, learning from being coached and coaching experience, and learning from professional development. In this learning and research, my focus was on identifying a solution to the problem. There is no formalized process for teacher growth in Kentucky. Additionally, there are problems with using the Teacher Professional Growth and Effectiveness Systems (TPGES) for growth and evaluation. Lastly, there is a stigma around coaching.

The project represents the highest level of questioning, the ‘create’. Based on everything that I have learned, I created this project to as a road map for other P-12 school administrators. This map shows administrators how to use tools and strategies in the implementation of a formalized coaching model in their schools. The project allows administrators to create coaching processes without confusing coaching with their role as evaluator. Tools and strategies were designed to be used by the administrator in a specific role, such as coach, evaluator or manager. This allows administrators to prepare for fulfilling the duties of each role as they relate to coaching and the remarkable time commitment that coaching requires. The project also minimizes the stigma of coaching by focusing on building a culture of coaching in schools.

Next Steps

The researcher's next steps are to finish Phase 3 tools and resources and make them available on the website. After finishing Phase 3, the researcher plans to reach out to publishing companies in hopes publish a Playbook for Coaching Teachers to accompany to the Toolkit for Coaching Teachers. The Playbook would be in the form of a user-friendly manual or book that explains how to use each of the tools and resources provided on the website. While these tools are explained in the narrative of the capstone, the format of the capstone is not ideal for this audience. The Playbook when include other tips and strategies that were too cumbersome to include in the capstone or on the website.

The Toolkit will be promoted by the researcher to the education cooperatives across the state and various agencies, such as the Kentucky Association of School Administrators.

Over the course of the next several years, the researcher will keep data on who request access to edit the various tools and resources. Several years in the future, the researcher may conduct a study or agree to participate in a study of the impact of her coaching toolkit on teacher learning and how that learning impacts student learning and achievement.

Capstone Project

Coaching is a conversation-based process aimed to enhance self-awareness and promote self-directed learning through questioning techniques. Coaching seeks to build a positive and supportive culture using an assumption of positive intent, and a belief in the ability of people to learn and grow. There is a conversation designed to promote self-directed learning. The ‘what’ of the coaching conversation depends on the needs of the coachee congruent to the vision, goals and priorities of their school. The coach is a school administrator who engages in this coaching process as an instructional leader of the school through asking many of the questions during the conversations. The coachee is a P-12 certified teacher who engages in this coaching process on the receiving end of the questions.

The capstone project was designed as a website with three phases to support school administrators as coaches from the initial pilot to full implementation of a coaching process in their building. The coach is only one of the many hats that a school administrator wears. To distinguish these roles, the term ‘coach’ is for interactions that directly involve coaching and the term ‘administrator’ is when engaged in all other activities.

While all parts of the website are included as appendices for the purpose of ease of submission as to fulfill requirements of the doctoral program, the website itself can be found at the following link <http://bit.ly/Toolkit4coaching>. The website is provided here to give access to *A Toolkit for Coaching Teachers*.

Figure 1

Website: Home



Apart from several anchor videos and texts, all the tools provided for coaches are in the form of Google productivity apps. These apps include Sheets, Docs, Slides, Forms and Sites. This format was chosen because they are easily shareable. Schools have entered the 21st century with many having access to high-speed internet, faculty computer work stations, and even student technology in school and at home. With two premises of coaching being self-directed learning and the ability of all to grow, a design that provides the regimented and coaching tools that cannot be edited would be contradictory. The tools were designed as examples intended to support coaches as they grow into the role, and they can modify or build their own tools. Coaches must contact the researcher for permission to modify the tools on the website. This is intended to allow the researcher to learn and grow from the ways in which coaches modify tools.

Phase 1

Phase 1 is intended for school administrators who are planning to implement a coaching process in their schools. The administrator would review the components and tools of Phase 1 prior to the start of the school year. They would either create tools given the examples or modify using their school vision and branding. The tools were created from the researchers 15 years of experience teaching, leading, attending or leading professional developments, and participating in the coaching process as both the coach and the coachee. Sources of inspiration for a tool or the design of a tool are cited.

The components of Phase 1 focus on building a positive culture and climate, creating coaching culture, initiating a pilot program, utilizing the coaching resources and a couple of other support resources. Transparency, relationships, communication, and shared vision are all foundational aspects of a culture preparing for coaching (Bawany, 2015). As such, the culture component in Phase 1 provides an example tool that allows administrators to achieve open communication, build relationships and create a shared vision. Bawany explains a once luxury service for executives is now commonplace for all employees, “There is a growing movement among organizations to develop a coaching culture as more companies realize the advantages of such a strategy” (p. 44).

Initiating the coaching process with a pilot program is a way to start slowly with those who volunteer to be coached. Research does not exist around matching administrators as coaches to teachers, but studies on executive coaching indicates that

it is important to match a coach who can effectively meet the needs of the coachee (Wycherley & Cox, 2008). More specifically, McGovern et al. (2001) found that of all the coachees in their study, 84% identified the relationship with their coach as critical to the success of coaching. Tools are provided as an example for the pilot program component to allow for all faculty to be invited into the coaching process, formally commit to the pilot coaching program, matched with a coach, and provide feedback during and after the pilot program.

The coaching resource component provides calendar control, coaching cards, coaching document, and a guide to impartial coaching. These tools give coaches the support needed with time management, questioning, notetaking and reflecting, and removing personal bias to begin implementing coaching in their schools. Hochbein (2019) suggested coaches establish time parameters for responding to the buzz of email and phone calls as they prioritize time demands and manage for instruction. When assessing use of time, Hochbein recommends evaluating minutes planned and spent during the day managing for instruction. Sebastian et al. (2018) found in their study that principals “worked an average of 444 minutes per day, with only 3.7 percent of those minutes dedicated to instructional leadership activities” (p. 36-37).

The coach’s tone, body language, and questions influence responses from the coachee. Coaching cards allows coaches to plan questions that are thoughtful, open-ended, and promote reflection. Capturing coaching conversations, notes during walkthroughs, questions, goals and learning is difficult to do on one document. Designing a coaching document that is user friendly for both the coach and coachee

and allows both to reflect on conversations capturing evidence of thinking is important for schools new to coaching. Coaching needs to support teacher learning and growth but should feel different than the evaluation process. As Trach (2014) explains, “The coaching relationship is both transformational and reciprocal, benefitting the coach and teacher alike” (p. 13). An outline of the components of Phase 1 can be found in Table 2.

Table 2

Phase 1 Components

Attending to Culture		
Tool 1: Circle Up	Tool 2: Communication Hub <ul style="list-style-type: none"> • Living calendar 	Tool 3: Visioning
Coaching Culture		
Tool 1: Want to get better at something? Get a Coach!	Tool 2: Personal Best	Tool 3: The Making of an Expert
Reflecting Protocols		
<ul style="list-style-type: none"> • Think & reflect protocol • Culture of coaching protocol • Time as a gift protocol • Fear as a barrier protocol 		
Pilot Program		
Tool 1: Official Invitation	Tool 2: Commitment and Matching Survey	Tool 3: Pilot Program Feedback Survey
Coaching Resources		
Tool 1: Calendar Control <ul style="list-style-type: none"> • Recurring cycles blank • AP recurring cycles example • Schedule by week blank • AP schedule by week example • TPGES • Classroom visits & coaching • Master schedule blank • Gift of time 	Tool 2: Coaching Cards	Tool 3: Living Coaching Narrative
Tool 4: Questioning Techniques		
Other Resources		
Tool 1: Impartial Coaching	Tool 2: Systems Check	

Attending to Culture

Phase 1 begins with attending to the culture and climate of the school. A foundational focus on culture is not a concept unique to coaching. Effective administrators are accustomed to shaping the culture and climate of their school. Teachers must feel like they are valued, and their voices are heard. Additionally, communication is essential to both leading the vision of a school and to the day to day operations. Teachers want to know the vision of the school as well as the top priorities when implementing that vision. They want to know what is planned and even the day-to-day happenings. Unrestricted access to information can be the difference maker in the culture of a school.

All three tools within the component of overall culture are intended to be used with the entire staff. It would be odd to circle up with only the pilot group of teachers when the conversation in circle up does not revolve around coaching. It would also seem oddly exclusive grant editing access to the school's communication hub or co-create the vision of the school with the pilot group of teachers when the purpose of both tools extends beyond coaching. The three tools are either foundational to a school or help build a positive culture. They are pre-requisites to coaching.

Circle up. The first tool to build culture in Phase 1 is the Circle Up. (Appendix A). The idea of having a regular team huddle in some format came from Melody Stacy (personal communications, 2018). Stacy enthusiastically described her M&Ms as celebrations that left her faculty feeling excited with a renewed energy and purpose for the day (personal communication). Stacy shared this story about her

morning meetings at the mailbox (M&Ms) at an EdCamp at Turkey Foot Middle School with the researcher. Stacy made these meetings optional but many of the staff showed up and overtime more staff members showed up. Holding a Circle Up regularly allows faculty to share their current reality, celebrate, re-energize, explore beliefs and assumptions about teaching and learning, and provide an opportunity to ask any questions related to the upcoming week.

Circle Up is different than a faculty meeting or PLC in several ways. There is no presentation or new material provided. This is not a professional development opportunity. There is no analysis of student learning, lesson design, or other instructional planning. There are no barriers between the staff during the Circle Up. Meaning, there are no phones, computers, tables, or desks creating an attention or physical barrier. Vernon (2019) shares the primary function of circles is to build community and connection.

The staff are typically standing in a circle but can be seated in a circle. The Circle Up is designed as a culture building tool. Depending on the size of the staff it may be possible to have this daily or 2 to 3 times a week. The needs of the school staff must be considered when determining the time this happens as all staff are invited and encouraged to attend. Typically, this means it would occur before students arrive or after they leave.

During Circle Up questions might prompt staff to share their current reality, ask questions of themselves and each other to gather collective intelligence, or engage in fun activity that re-energizes staff. A regular Circle Up reduces the need for

unnecessary staff meetings and allows teachers to ask questions regarding logistics or planning for the week. This frees up arbitrary meeting time to focus on the nitty gritty of teaching and learning in true professional learning communities. Circles have the power to connect staff to each other through prompts that allow vulnerability to shine through. Hebert (1999) explains in every Circle Up “we gain practice in listening and responding respectfully to one another as we converse about important issues of teaching and learning and confront our samenesses and differences” (p. 222).

Why gather in a circle formation with staff? McCrudden (2008) explains the notion of human dignity is “one of the key concepts which underpins and informs the human rights enterprise” and at the very least requires the acknowledgement of the intrinsic value of every person (p. 656). This a great model for faculty to use with students to build culture, community, and trust but works with adults too. Hicks (2011) argues, “our desire for dignity is our highest common denominator” (p. 17). Circles have no leader, no beginning or end, and no audience. Everyone is a participant. When norms are established, circles provide greater opportunity for equal voice. They allow us to act on our personal values with direct and active involvement and participation. Circles are flexible in that they allow for multiple entry points, each person coming with their own perspective. The physical arrangement maintains respect for all by requiring everyone being fully mentally and physically present without barriers. High (2017) found the sharing circle to incorporate all ten of Hicks’ essential elements of dignity.

This circle activity is followed with brief reminders for the day or week and an opportunity for anyone to ask questions or stick around if they need further clarification. The opportunity to share their current reality, celebrate, re-energize, explore beliefs and assumptions about teaching and learning, and gain needed clarity makes this brief 5 to 10 minutes Circle Up valuable to teachers. Re-energize simply means to renew or replenish energy towards common purpose for the day. Due to the time that Circle Up may have to occur to allow all staff access and the function being culture, it may not be feasible or desirable to make this Circle Up mandatory. However, schools that implement this may see a steady increase in staff that show up and Circle Up. As Hebert (1999) found, “In all our discussions it is abundantly clear that who we are as people deeply affects our classroom practice. We listen ... to affirm our thoughts, to challenge our thinking, to think new thoughts” (p. 222).

Communication Hub. The Communication Hub (Appendix B) is another tool that supports culture in Phase 1. Communication is essential in leading people and effectively leading a school. This tool is in the format of a living calendar that directs staff to all other important pieces of communication. Melody Stacy (2018) shared the concept of living calendar at an EdCamp at Turkey Foot Middle School in Northern Kentucky (personal communication). Stacy used the living calendar to empower her faculty to own information about events instead of being passive consumers of this information. Stacy said she noticed a decline in staff repeatedly asking what time or where an event was located once they had access to look it up after the original announcement was made to faculty.

Administrators in Phase 1 may be tempted to create a Communication Hub in a different format, but it must house all information and be accessed regularly by staff. The reason living calendar was chosen is because it condenses the information to dates, events, and resources. Blogs and websites tend to have too much information and, in the researcher's personal experience, school blogs tend to be infrequently updated and therefore cannot be the Communication Hub for the school.

The tool provided as the main Communication Hub for the coach's school is a blank copy of a living calendar. Linked to the blank living calendar are two real examples of living calendars. For the Toolkit, a living calendar is a calendar that is shared such that all faculty members have editing rights. The document is considered living because it is never complete and is continually edited and updated. The format of the living calendar allows for transparency with faculty regarding school events and quick access to information. Edit history in Google Docs allows users to recover and restore the document to any earlier version and identify which user made which edits.

Communication Hubs inform staff of all upcoming events as well as provides them with hyperlinks to frequently used resources. These resources will vary depending on the school but could include quick links to the school website, social media, sub request, payroll log in, assessment sites, shared drive, student calendar, employee or student handbook, visioning documents, or any other resource that is regularly accessed by teachers. These hyperlinks are in the footnotes of the calendar.

At a quick glance, the reader will notice the Communication Hub leaves Sunday off the calendar. This communicates the value the leader places on faculty having off time or family time on the weekend. The Communication Hub would begin with the school year on July 1 and would end June 30th. As one month ends, the entire month would be copied and moved to the bottom of the document. This allows for a user to scroll to the bottom of the document to see events from previous months in the school year but maintains the current month at the top of the document.

The blank template provided has a space for the vision, mission, links, and logo of the school. Administrators are encouraged to use school branding, including colors and fonts, within their Communication Hub. There is space to clearly label professional learning days, non-instructional days, and holidays. This helps staff complete time sheets, communicate with students and families, and plan their own personal appointments.

Some schools continue to operate under the premise that a secretary, bookkeeper, or even administrator need to control all editing rights to the school calendar. Shared documents and drives have made it possible for multiple people to edit the same document at one time. These shared settings also allow the users to see the history of all revisions in the event a mistake is made. Withholding access to information communicates a lack of trust and a need for control that is not conducive to a positive culture. The example living calendars are from Kentucky's Nelson County High School (NCHS) and The Academy. They each have one month provided as an example. Barry Nesbitt, Fin Burton, and the researcher designed NCHS living

calendar as the administration team (personal communication, July 2020). All 80+ staff members, certified and classified, were given editing rights. The researcher designed the Academy living calendar based a template from the previous year with the principal, Mark Webster, making a few changes (personal communication, August 2020). Over 20 certified and classified staff were given editing rights.

Visioning. A compelling vision is the foundation of a school. It lays out the purpose of its existence in a way that brings others into the story. Often the vision celebrates both the real and aspirational ways the student, staff, and even community are different than others. Identifying top priorities is valuable as they mark the path to this vision. Teachers want to know the vision that directs all aspects of the school as well as the top priorities in implementing that vision.

Visioning (Appendix C) is the final tool under the culture component in Phase 1. This tool helps administrators establish and communicate a clear and compelling vision. Few people can articulate the vision of their workplace because it is missing key indicators of a vision. Employees do not emotionally connect to be the top ranked workplace in their field, but they might become the top ranked workplace if inspired by a compelling vision that does not put the school at the center of the goal. Visioning begins with asking questions like: What is our purpose? and Why do we exist? If schools respond with “to educate students,” they run the risk of becoming obsolete. There are many competing options to educate students from online school, homeschool, unschool, private schools, charter schools, magnet schools, other schools in the district or region, adult/GED programs, community or company education and

training programs, to books, YouTube, and the internet. Because of these competing options, if schools exist to educate students they must answer the follow up question of why their school.

Administrators may use questions within this tool to determine how clear their existing vision is or may use the tool in its entirety to develop a vision. Once a clear and compelling vision is established, the tool continues by guiding the administrators in how the vision can be achieved. Questions guide the administrator through establishing clear priorities and check points. These must be communicated to staff, while other priorities must be evaluated for relevance. Priorities are things that must be done to propel the vision forward. They are specific, measurable, and help the vision gain momentum. Priorities can be chunked into smaller steps with check points. Once priorities have been accomplished, the team shifts to the next important thing that move the school's vision forward.

The Visioning tool concludes with several deep questions for the coach to consider around autonomy and visioning. As the school unites behind a shared vision, coaches are asked how they can make room for and celebrate talents of individuals. They are also asked how teachers can vision and priority plan within the context of their program or classroom given the framework of the school vision and priorities. This provides opportunity for autonomy within their roles. Even though coaches feel a measure of success and even relief at developing a shared vision, the last question asks them how they can encourage teachers' creativity, risk taking and divergent thinking. Administrators are also wearing a coach hat and cannot lose focus on the

individual, confuse coaching with evaluation of job performance, and must continue to foster self-directed learning while the school converges around a compelling reason to exist. The roles can be kept separate but only with intentionality.

Coaching Culture

Coaches must build value in coaching as a tool that will help teachers grow and achieve their goals, improve results of their evaluations, and improve student results. A culture of coaching is positive and supportive, aims to enhance self-awareness and promote self-directed learning through conversations and questioning techniques, assumes positive intent, and believes in the ability of all people to learn and grow. In a culture of coaching, there is an underlying belief that everyone deserves a coach. Additionally, a culture of coaching embraces building capacity in ourselves and others with the fundamental beliefs that each member is valuable to the community, has the capacity to grow, and the capacity to solve their problems related to practice. The concept of coaching is not foreign to education as it is used with students and in athletic programs. However, building a culture of coaching where there is value in coaching and where staff believe everyone deserves a coach takes more intentional effort. It is important that each of the tools used for building a culture of coaching pull from a historical context allows authentic dialogue and deep construction of meaning.

There are three tools provided to support developing a culture of coaching. These tools can be used prior to beginning the pilot program spread throughout with one or more before the pilot program starts and the rest after it has started. Each tool

includes text or video as anchors in which faculty will have structured dialogue around. This dialogue will support the faculty in developing a shared construct of coaching. Reflecting protocols are provided as structured conversations around the anchor media or text. This is not an exhaustive list anchor media or text to build a culture of coaching but merely intended to provide the starting point for these conversations. Trach (2014) recommends, “To support teachers’ professional learning, principals should pair tuning protocols with the following tools: with research, a text, professional goals, a student case student, a data set” (p. 14-15).

Want to get better at something? Get a Coach! Atul Gawande’s Ted Talk (2017) asks the question, how do we improve in the face of complexity using a life and death scenario at a birthing center in India? The video *Want to get Better at Something? Get a Coach!* (Appendix D) is an anchor media tool that helps to build a culture of coaching. This video highlights how experienced professionals in a complex situation get better at their job. While this example is from the medical field, it parallels the teaching profession in that we learn what to do in school and know best practices but when faced with complex situations without a coach we may not make the adjustments needed.

Gawande (2017) compares the traditional way of thinking to the contrasting view from sports, “A professional is someone is capable of managing their own improvements... You are never done. Everybody needs a coach. The greatest in the world needs a coach.” (3:58). Does expertise mean you do not need a coach? Does education and training prepare teachers for every possible scenario or are there

curriculum and students with specific needs that teachers were are not prepared to teach?

In 1875 Yale hired a football coach and began a decades long rivalry with Harvard (Gawande, 2017). After many losses, Harvard finally hired a coach (Gawande). Sports teams have a host of coaches today. Gawande proposes, “without a coach, somewhere along the way you stop improving” (7:26). He took what he learned about coaching back to the childbirth centers and coached doctors and nurses on the essential skills for childbirth (Gawande). Gawande predicted that only providing a checklist or teaching these skills in isolation would not have the desired impact in these birthing centers because of the complexity presented by lack of preferred supplies, electricity, running water and complications that arise. Coaching meets the demands of complex situations like classrooms where multiple variables impact student learning. This tool emphasizes the value of coaching and the belief that everyone has the capacity to grow.

Personal Best. Atul Gawande (2011) began the theme with his article, *Personal Best*, where he highlights coaching as a powerful instrument for personal growth and how coaching was used historically in our stadiums, concert halls, classrooms, and even in his own operating room. *Personal Best* is an anchor text supporting the development of a culture of coaching (Appendix E). Gawande begins the article with stories of all the small and big decisions that he makes during surgery that lead to better outcomes for his patients. This parallels the classroom in the many decisions that teachers make.

Philip Jackson (1990) wrote in his book, *Life in Classrooms*, elementary teachers have between 1,200 and 1,800 determination generating exchanges with students every day. Of these exchanges, Jackson describes most as unpredictable requiring teachers to make “shallower decisions or deeper judgments” (p. 149). Unlike Gawande in the operating room, teachers are waiting for the right opportunity to ask that question. While the operating room has the immediacy and sometimes spontaneity, the classroom has both spontaneity and immediacy as neither student nor teacher can always predict when the learning or shift in thinking will happen (Jackson). It is exhausting to make that many decisions and decision fatigue allows room for mistakes. A coach outside the operating room or classroom provides a broad unbiased perspective.

Coaching is an American tradition in sports (Gawande, 2011). Britain viewed practicing and coaches as “unsporting” when they took the approach that you should not appear to try too hard (Gawande). Coaches observe and guide like the famous editor Maxwell Perkins. Perkins edited work of F. Scott Fitzgerald and Ernest Hemingway by increasing their confidence as writers and in their work and never telling them what do (Gawande). Gawande explains the renowned Juilliard violin instructor Dorothy DeLay taught her students to, “try new and difficult things, to perform without fear. She expanded their sense of possibility... how to think, and to trust their ability to do so effectively.” (p. 5).

Expertise in all professions is not static but constantly evolving. Doctors must learn about new methods for treating and preventing disease. Teachers must learn

about new methods for teaching and learning. Jim Knight thinks coaching could impact the quality of teachers more than the remedies chosen by policymakers up to this point (Gawande, 2011). Gawande cites research on the effect of coaching, “California researchers in the early nineteen-eighties conducted a five-year study of teacher-skill development in eighty schools, and noticed... Coached teachers were more effective, and their students did better on tests” (p. 7).

Coaching is met with resistance in schools because many schools target new teachers and do not invite all teachers to participate. As Gawande (2011) stated, “Researchers from the University of Virginia found that many teachers see no need for coaching. Others hate the idea of being observed in the classroom, or fear that using a coach makes them look incompetent” (p. 7). Knight conducted a study with participants willing to coach and be coached (Gawande, 2011). This provides an excellent example of what a pilot program might look like. The teachers in the study identified what they wanted to work on. As Gawande explained, “Human beings resist exposure and critique; our brains are well defended” (p. 10). The coaches used video, conversation and questioning techniques to get down to the core of the problem the teacher self-identified. Knight point out good coaches, “speak with credibility, make a personal connection, and focus little on themselves” (p. 11).

The reading concludes with Gawande (2011) failing in front of his coach, the reason many are resistant to coaching:

My cheeks burned; I was mortified. I wished I’d never asked him along. I tried to be rational about the situation—the patient did fine. But I had let

Osteen see my judgment fail; I'd let him see that I may not be who I want to be. This is why it will never be easy to submit to coaching, especially for those who are well along in their career. I'm ostensibly an expert. I'd finished long ago with the days of being tested and observed. I am supposed to be past needing such things. Why should I expose myself to scrutiny and faultfinding? (p. 16)

In response, Gawande's (2011) coach makes an observation that allows him to discover for himself what he could have done differently. This tool emphasizes a culture of learning and the capacity of each member to solve their problems of practice. It also highlighted what a piloted program might look like in a school and the resources a coach may use to help teachers overcome the natural response to resist critique. Most importantly this tool allows us to anticipate failing as part of learning even for expert practitioners.

The Making of an Expert. In the anchor text tool, *The Making of An Expert* (Appendix F), authors provide a fascinating summary and starting point of the scientific relationship between coaching and reaching the peak of expertise, and how to utilize coaching as a tool to move past the plateau (Ericsson et al., 2007). Authors cite the work of Benjamin Bloom (1985). Bloom found intense practice not IQ correlates to expert performance. Ericsson et al. argues, "Consistently and overwhelmingly, the evidence showed that experts are always made, not born" (p. 2). Authors suggest that expertise can only be achieved through practice that is beyond

your competence and comfort level, sacrifice, struggle, time, honest feedback, coaching from a guide, and self-coaching (Ericsson et al.).

How do you know if you are an expert! Expert status must pass three tests. Ericsson et al. (2007) says expert status leads to superior performance compared to peers, produces concrete results, and can be replicated and measured (p. 3). Practice is more than repetitive hours of the same skill. Ericsson et al. describes it as two kinds of learning “improving the skills you already have and extending the reach and range of your skills” (p. 7). This requires a great deal of thinking or concentration.

It takes time to become an expert. Ericsson et al. (2007) research shows “even the most gifted performers need a minimum of ten years (or 10,000 hours) of intense training before they win international competitions. In some fields the apprenticeship is longer: It now takes most elite musicians 15 to 25 years of steady practice” (p. 8). Many of the people throughout history thought to have had innate talent spent a lot of time in training (Ericsson et al.). Future experts need distinct types of coaches during the various stages of developing their craft. In the beginning they benefit from local coaches who have plenty of time and are generous with praise and feedback (Ericsson et al.). Later they will need more advanced coaches to keep improving their skills and eventually they will need to work with coaches who have also reached expert status (Ericsson et al.).

The text concludes with examples of how the coachee transitions to self-directed coaching as they decide what to improve and go about studying their work and models of what they want their work to become. This tool is building a culture of

care because it embraces building capacity in ourselves and the fundamental beliefs that each member is valuable to the community, has the capacity to grow, and the capacity to solve their problems related to practice. There must be an internal desire to become an expert and therefore it is an example of a very self-directed approach, but it utilizes coaching for growth. Teachers can connect to the idea of becoming an expert in some area of their field. A later tool will build on this interest area as a talent not expert status.

Reflecting Protocols. Coaches will pair each anchor text and video with the reflecting protocol tool in Appendix G. Multiple protocols are provided within this resource to allow the coach to choose one that he feels is the right one for the staff and the current culture of coaching. These protocols are also paired with other coaching culture tools in Phase 2. The questions on the protocols are intended to meet faculty where they are now which allows for individuals to be in separate places. This naturally allows for the protocols to be revisited as the group and individual understanding of coaching evolves. Each of these protocols is intended for individual reflection and group discussion. Each part could be timed and paired with a Kagan strategy that allows for equal voice. Regardless of the facilitator moves that the coach chooses, it is important that faculty have enough time to process and that there is intentionality in sharing so that one voice does not monopolize the conversation. In these conversations around the reflection protocols, it is important to hear more from the faculty than from the coaches.

Think & Reflect Protocol. The think and reflect protocol allows faculty to identify prior knowledge and assumptions about coaching before accessing the anchor text or video. It also allows the faculty to identify where their beliefs and values might intersect with, they may know about coaching. From experience leading schools, the researcher learned that establishing common ground in terms of values is important to keeping the faculty engaged when considering a decision or change that is value based. The researcher learned from years of teaching that identifying misconceptions early is important when introducing a new concept. Clearing up misconceptions early minimizes learner frustration later. This protocol includes a quote from Jackson's 1990 book, *Life in the Classroom*, about how many decisions are made daily by the teacher. The substantial number of decisions made daily by teachers emphasized by this quote gives faculty permission to view themselves as humans who can and do make mistakes. The quote also prods their exploration of what to do about mistakes and how to recognize them.

Culture of Coaching Protocol. The culture of coaching protocol is two pages and has a brain surrounded by thought bubbles and lightbulbs. This protocol asks the faculty to synthesize the anchor text or media and the quote, "Schools exist to promote learning in all their inhabitants" (Barth, 2002, p. 9) as they respond to a question. The question asks how the school might create a coaching culture in terms of time, spaces, rituals and traditions, curriculum, budget, feedback, staffing, and other. The protocol allows the faculty to brainstorm alongside the coaching team of what it might take to create this culture of coaching in their school. The protocol

could be used in the spring or summer planning for the pilot year or with the pilot year participants planning for full implementation. This protocol should not be used unless the principal plans to use the information provided by the staff. If the coaching vision and processes have already been created by the coaching team, using this protocol would waste the faculty's time.

Time as a Gift Protocol. The time as a gift protocol allows faculty to evaluate their use of time and examine how their understanding of coaching has evolved using anchor media or text. Their understanding of coaching may also have evolved from dialogue around each of the reflection protocols and from engaging in the coaching process. This protocol would not be used prior to beginning coaching as reflection protocol. The first examination of coaching should not be into the logistics of coaching, time. To embrace this concept, the faculty need to examine a compelling purpose or reason behind coaching. This protocol would distract from the why and should be used later when logistics questions need to be examined. Faculty examine tensions they are facing with coaching and time and what they are learning about coaching in terms of time. Lastly, faculty examine what their use of time might communicate about their priorities.

Fear as a Barrier Protocol. The fear as a barrier protocol allows coaches to ask about the undiscussables of coaching. The questions are worded to allow for individuals to answer for themselves or the group. For example, what is the main obstacle standing in your or our way to embracing coaching? The reflection encourages ownership and agency of individuals to act by asking, what would be the

turning point for you or us to embrace coaching? Faculty are asked to visualize the future and describe an ideal coaching relationship. Describing what we want instead of what we do not want is a powerful tool for creating this future. The conversations around this protocol may prevent a school from getting stuck with fears about coaching. It may also help schools that are already stuck due to fears about coaching.

Pilot Program

Coaching may have a negative connotation to some staff members if the assumption or a previous practice was that teachers receive coaching because they are ineffective. Often in schools, instructional coaches are used to work with struggling or new teachers. For this reason, when schools begin Phase 1 to build a culture of coaching, it is necessary that all staff members be invited to participate in a coaching pilot program. The program is for everyone. It is not designed for the high performers, nor is it designed for the low performers. Many times, coaches invite specific staff, viewed as favorites by other staff members, to join initiatives as first followers. This can cause trust issues later due to favoritism. Because coaching is intended for everyone and will help all teachers grow, it should be extended to everyone. It is very unlikely that the entire faculty would sign up for the pilot program. If this happens, administrators are encouraged to allow this because the faculty wants to be coached.

The coaching team should prepare themselves for both lower and higher than expected turn out, without having a specific number in mind. The coaching team are all administrators in the school that lead the instructional processes, participate in

walkthroughs and evaluate teachers. They are part of the coaching team because the faculty they are leading and evaluating also deserve the opportunity to grow. This coaching team will consist of the principal and assistant principals.

Coaches should be forthcoming with the staff that their intention is to begin coaching all staff in the coming months or year. Clear communication impacts culture. Coaches must communicate that the pilot group is a pilot with the intention to scale up to full implementation. In the rare instance that an entire faculty opts into the pilot program, they can still be treated as a pilot program in many ways. It is an opportunity for the coaches and the faculty to learn what processes and systems work to improve for the following year. Another option would be for the coaching team to divide the school faculty between first and second semesters to make the pilot group smaller. This option allows everyone who signed up for coaching the opportunity to be involved in the pilot program at some point during the year.

Building a coaching culture with the pilot group will require that all teachers be provided every opportunity to opt-in the coaching program. However, they should not be forced or coerced. The culture develops from coaching and the school is ready for full implementation by Phase 2.

Official Invitation. The official invitation tool provided in Appendix H is editable and is intended to be printed on cardstock and distributed to all teachers. The colors, images, signature, and wording can be customized to match the branding of the school. It is important that the language on this invitation have positive connotations to the teachers. The invitation should include some of the details and

vision for the program but also an opening for the faculty to talk about the pilot program with one of the coaches at greater length. It is important that faculty are invited to have this one-on-one conversation before committing to the program to ensure they are prepared to commit to the process of coaching and they understand the process and purpose.

Commitment and Matching Survey. The opt in for the pilot program is a dual purpose survey tool in Appendix I. Section 1 of the survey provides faculty and coaches the opportunity to commit to the pilot program. While section 2 contains questions designed to match coach and coachee. This survey is completed after the teacher learns about the pilot program and has discussed the pilot program with a coach one-on-one. The sit-down discussion is important for the teacher to have clarity and the opportunity to ask questions that they might not ask in a group setting. The survey is necessary for the teacher to commit to the pilot program. It also has a section of questions that are used to match the coach and coachee, especially in a school where there are more than one administrator that can serve as a coach. Faculty can provide feedback on when their coaching sessions will be scheduled on this commitment survey. With permission from the author, coaches can edit this survey to reflect coaching scheduling options unique to their school needs.

Pilot Program Feedback Survey. Lastly, the pilot program feedback survey tool is intended for both the coach and coachee to take mid-program and at the end of the pilot program (Appendix J). The data gathered from the survey will inform the school coaches in planning for scaling up implementation of coaching faculty-wide.

Both the opportunity to commit to the pilot program and to give feedback on coaching sessions creates ownership for the teachers being coached.

The questions on the program survey follow the guidance provided by the questioning techniques and are open ended. Conducting a formal analysis of the results of the responses would require the coaches to code most of the responses. Because the Toolkit has not been released to the public and the coaching resources have not been fully implemented, the survey has not been given. The researcher is not prepared to provide guidance to coaches on coding the survey results because there are no responses yet. However, it is likely that there will be survey data available in two or three years for the researcher to use to help guide coaches on coding their own responses. If this becomes available, it would be shared as a tool to analyze the survey data during Phase 3. As practitioners, coaches would be interested if any statistically significant trends exist in their data.

Coaching Resources

Coaching involves a major shift in thinking and time management. The coach might have previously visited classrooms for walkthroughs weekly. The administrator might only have met with teachers when there was an issue or following formal observations as part of the district's Certified Evaluation Plan. To move from two to four post-conferences with teachers each year to weekly walkthroughs and biweekly coaching sessions requires extensive reallocation of time. Filling the role of both a coach and evaluator requires calendar control, planning coaching questions, knowledge of questioning techniques and a coaching document.

To be clear, if weekly walk-throughs were not part of the school coaching team's practices before coaching, they must become an integral part of the school's instructional leadership practices. Carrie Lupoli explains (2019):

A school where teachers typically teach in their rooms with the door shut, are not used to feedback, and are uncomfortable when an administrator pops into their class is at a vastly different starting point than a school that already has a culture of feedback, regular classroom walkthroughs, and teachers observing each other. (p. 1)

Lupoli (2019) is referring to starting point in terms of readiness for coaching.

Walkthrough data that are non-evaluative and non-judgmental helps moves the conversation away from what the coach and the coachee think to what the data says and allows the coachee to process their next steps from a factual building block.

Coaching resources must allow the coachee to both maintain their autonomy and connectedness. This means that the teacher grows in areas that they discover through coaching conversations and the teacher progresses towards the school's shared vision and priorities. Schools that have multiple coaches engaged in coaching will need to align conversations to ensure that all staff have the same opportunities to reflect but also allow for self-directed learning. Preplanning coaching questions will help coaches of smaller schools focus their thinking prior to coaching their staff. The dialogue, changes in thinking, and knowledge that is created because of these sessions needs to be captured using a living coaching document. A living coaching narrative is not to be confused with a living calendar. The living coaching narrative records

coaching conversations and the living calendar is a calendar of events with important links used as a school-wide Communication Hub.

Once the pilot group is formed, the coach will need to create and maintain control of their calendar. This time management resource must allow for the frequency and intensity of biweekly coaching as compared to yearly evaluations. This is a time management resource for coaches that is not to be confused with the Communication Hub that is intended for the entire faculty.

Calendar Control. The Calendar Control tool is in the form of Google Sheets with eight tabs (Appendix K). Wes Bradley, Superintendent of Nelson County Kentucky Schools, talked at length about time management and principals having control of their calendar (personal communication, 2019). He expected all administrators to use some version of Calendar Control. Bradley is credited with creating this Calendar Control tool with some small modifications by the researcher. Each tab has a resource that relates to management of time the administrator as a coach or in another role such as evaluator.

Once a calendar template is chosen, administrators are encouraged to put their calendars in a Google Sheets file. Administrators may reach out to the author for editing permission to use one of the resources shared for Calendar Control instead of creating their own. Building the Calendar Control together as an administration team can ensure that an administrator is always available. Having access to each other's cyclical calendars allows the administration team to support each other, respect coaching time, and value the times reserved for other school priorities.

Recurring Cycles Blank. The first tab is a blank template that allows for cyclical Calendar Control. This means that the coaches' calendar works in cycles. For example, all the coach's teachers are on a semi-monthly cycle. The coach may meet with teacher A the first and third Tuesday of the month but meet with teacher B on the second and fourth Wednesday of the month. Teacher A would be part of the coaches' cycle 1 meetings and teacher B would be part of their cycle 2. This is the most organized of Calendar Controls. It allows the coach to block chunks of time daily, weekly and cyclically so that they always know where they need to be. Coaches can schedule walkthroughs as chunks of time, so they can rotate the order they visit each classroom.

The recurring cycles template allows for meetings that occur once monthly. These once monthly meetings are cycle 3 but occur simultaneously with cycle 1 or 2 depending on which week of the month the meeting or event occurs. For example, a board meeting that occurs on the first Wednesday of the month is cycle 3 because it is a once a month meeting but occurs at the same time as cycle 1 because it is either a first or third week of the month meeting. Cycle 3 events could be committee meetings, site-based decision-making council meetings, board meetings or student council meetings.

This tool requires the administrator to identify the tasks that only they can do. This is intended to encourage administrators to coach support staff to fill as needed to fulfill some of the roles that are not listed as things that only the administrator can do. The template provides a space for the administrator to identify the teams they engage

with and the cycle; semi-monthly, monthly, or quarterly. Discipline, zeroing email and phone calls, and parent meetings can be scheduled as recurring chunks of time. This allows secretaries to schedule parent meetings during that block of time if the administrator does not have an appointment scheduled. With multiple administrators in the building, these times can vary to allow for discipline at various times and parent scheduling conflicts.

Lastly, all events on the calendar can be color-coded according to the school priorities. Color-coding based on school priorities can be an eye-opening exercise for administrators. Administrators are cautioned that the Calendar Control is not intended to create rigidity or inflexibility in their days. It is intended to assist with time management and help administrators move away from being reactionary to being intentional.

AP Recurring Cycles Example. An example of recurring cycles was necessary because the idea of managing time in this way seems complex at first. The AP recurring cycles example is the researcher's example of Calendar Control in the form of recurring cycles as an assistant principal (AP) at a high school. Teachers names were removed, and coaching sessions were called "pride points". The day started with parent appointments, but these times were also offered one day after school and two days a week during lunch. The calendar represents two of the three school priorities, caretaking and core instruction. The third, community centered experiences, was not something the AP focused on as part of their role.

Administrators can use this example in thinking about how to create their own schedule with recurring cycles.

Schedule by Week Blank. This is a weekly schedule that some coaches use before they are ready for the recurring cycles. The other requires a commitment to a schedule with recurring cycles instead of a weekly schedule. This requires planning at least a week in advance and can be color coded by school priority. Coaches may start with this before they think they are ready for Calendar Control recurring cycles. Once patterns start to emerge, they will see that creating these weekly wastes valuable time when they could use the same calendar all year and make small adjustments to cycles as needed.

AP Schedule by Week Example. The AP schedule by week example was the researchers first attempt at Calendar Control. This was before she understood cyclical Calendar Control. The time increments, and way meetings were chunked did not always align. Both the discipline and parent phone calls were hyperlinks to Google Sheets or Google Keep. These links were shared to do lists related to parent calls or discipline. Secretaries and the other administrators had access to edit. Administrators who are not ready for a schedule with recurring cycles might try Calendar Control in this weekly format. While the recurring cycles have almost every calendar event occurring on regular predictable rotations such as the first and third Tuesday of the month, the weekly format can be created on Friday for the following week. The administrator can ask themselves what coaching sessions are due this week and when are their planning periods and enter those on their calendar. They might ask

themselves what students and parents do they need to follow up with and enter these. They would review what teams they need to meet with and enter these. They would review what teachers they are responsible for conducting walkthroughs and if there are any specific classes periods they want to observe. This calendar takes more time to fill out and requires the administrator to send new calendar invites each week to participants of some of their meetings or coaching sessions as the time or day could change weekly.

TPGES. The TPGES tab provides space for administrators to document each required component of the Kentucky Teacher Professional Growth and Effectiveness System per the district Certified Evaluation Plan (CEP). Users from other students could adapt, with the author's permission, to their state or district's evaluation system. This tab is not where evaluations are scripted but a compliance document where the administrator can track dates and completion. It is color coded by evaluator and has a place to document completion of classified evaluations. The resource has example subheadings that could be changed to meet the needs of the district CEP. While the TPGES is unrelated to coaching, it is related to Calendar Control and therefore must be part of the administrator's time management tool. Evaluation is another hat that administrators wear, and they must effectively plan and manage their time accordingly.

Classroom Visits and Coaching. This is a reference list for classroom walkthroughs and coaching sessions for the year by week. Coaching documents should be linked to each teacher's name. Additionally, every six weeks there is a

column for district staff conducting district walkthroughs to participate and document their visits on the school tracking sheet. This allows coaches to hold themselves and their team accountable.

Coaches will want to set a goal of getting into 100% of classrooms for walkthroughs and making all scheduled coaching conversations. When scaling up to full implementation during Phase 2, coaching teams may see a dip in their percentage of completed walkthroughs and coaching conversations as a school. When this happens, it is important that the coaching team reflects on tensions they are facing and what they can do about these challenges. It may be necessary to set incremental goals to get to 100% when a school first moves to full implementation.

With the focus on coaching and the time that coaching conversations consume, walkthroughs may fall by the wayside. However, walkthroughs are an important aspect of coaching teachers and leading schools. According to Carrie Lupoli (2019), one way to assess a school's readiness for coaching is the frequency of walkthroughs and the staff's comfort with these visits. School leaders need to reflect on their schools. Are their classrooms silos of learning or are they connected learning communities that welcome feedback? The answer to this question will impact the school's readiness for full implementation of coaching.

Master Schedule Blank. The blank master schedule assist with locating teachers who may rotate classrooms. This may be overlooked in by coaches in a hurry and was included to ensure that time maximized. Room numbers and phone extensions can be included. Planning periods could be listed, and co-teachers could be

included. This is especially useful for teachers who only co-teach as coaches must always find them in the co-teach setting. The teachers could be organized by department as the example shows or could be organized by team for middle school schools or grade level for elementary schools. Coaches should have a secretary create populate this document if it does not already exist.

Gift of Time. Lastly on this tool, is a tab with a link to a slide titled Gift of Time. This resource was inspired by a personal example shared by Wes Bradley (personal communication, 2019) and listening to a podcast episode with Juliet Funt, CEO of WhiteSpace at Work, on the Craig Groeschel show titled *Unnecessary Work?* This serves as a daily checklist and accountability tool. It is kept on a clipboard and contains all tasks the administrator needs to zero out each day. Zero out means to do all items or return to empty. For example, voicemail and email inboxes should be emptied each day. The items on this list should be specific to the administrator's role.

The Gift of Time also has people the administrator needs to connect with and the brief reason. Noting these connections allows the administrator to forget about that need and focus on being present. Additionally, it gives them a space to jot down any new needed connections that arise as they move throughout the building. It includes their scheduled "gifts of time" (aka meetings) for the day. There is space to record what energizes them and what depletes their energy. The visuals at the top provide the administrator with a reminder of they have learned gives them the most energy. The researcher needed reminding to stay hydrated, eat breakfast and lunch,

get outside, get 10,000 steps or more, and make time to read. These items can be crossed off daily.

The Gift of Time resources allows administrators to reflect on their week, looking for activities, times, events, or self-care patterns that add or deplete energy. Adjustments to their daily or weekly routine can be made based on this reflecting on their daily or weekly notes. While this resource is linked on the tool specific for administrators, it would be great for faculty as well. Administrators can print a stack for clipboards or can have it printed as a notepad for ease of use.

Coaching Cards. The Coaching Cards tool is a template intended to be printed on card stock and cut in half (Appendix L). The cards are provided in Google Slides and designed for schools to consider at various times of year. The Coaching Cards focus on the individual teacher's growth and self-directed learning but also allow for future alignment to school priorities. The Coaching Cards are examples and are intended to be modified, with the author's permission, to meet the needs of the teacher coached within the parameters of the questioning guidance tool that is discussed later in the capstone.

The example cards from August through December could only provide broad questions that would pertain to an entire faculty. They do not ask the right questions in term of individual teacher's professional goals nor do they currently align to the school priorities. There are coaching templates from January through May for the coach to use to create their own Coaching Cards.

The coach will need to consider their school and district vision as they create or edit the Coaching Cards to spotlight these priorities but also allow for flexibility in conversations to meet the teacher's needs as they arise. The example Coaching Cards will change and the school Coaching Cards may shift in focus throughout the year.

Living Coaching Narrative. The Living Coaching Narrative is a tool that is used for multiple purposes of coaching (Appendix M). Trach (2014) describes coaching as involving, “reciprocity of ideas, questions, strategies, and experiences that stimulates thinking and results in growth for each educator involved in the process” (p. 16). The tool provides the coach an opportunity to learn about the teacher being coached while simultaneously providing the teacher the opportunity to think about themselves. Both parties can use the coaching narrative to celebrate, offer suggestions, and ask questions regarding a classroom lesson or activity during a walkthrough.

This tool is non-evaluative. It gives the teacher a place to jot down questions for later discussion. For example, I am wondering why my 2nd period class is performing much better on assessments than my 5th period, especially given their behavior is worse and it is a larger class. This may be something that the coach and coachee discuss or something the coach comes to see before asking questions. The coach may ask questions like; What might be some assumptions that you have about learning math? Both parties also use it to reflect on coaching conversations.

The design of the Living Coaching Narrative was influenced by Pink's (2009) book *Drive: The Surprising Truth About What Motivates Us* and the Japanese concept

Ikigai. Ikigai loosely translates to “reason for being” and is often associated with Japan’s long-life expectancy (Mogi, 2018, p. 8). Concepts around what motivate people and give them a reason to exist and to find value in their work drove the design of the coaching narrative.

The Living Coaching Narrative begins with several precoaching questions that allow the teacher to begin self-discovery immediately. Teachers will need time to reflect on these questions and answer them independently before sharing in a coaching session. There are several questions guiding the teacher to reflect on who they are, where they make a difference, what the world needs, and what are their goals. Because of the depth of these questions, they are revisited each quarter and teachers can change or build on their previous response.

The narrative is a living document that the coach and coachee use to communicate back and forth following walkthroughs and coaching conversations. Section two captures walkthroughs, while Section three focuses on coaching sessions. Glows, grows, and wonderings provide the structure for notetaking on the right side of the document. Glows represent a celebration of what is going well. Grows are suggestions for improvements. Grows could be in the form of tools, strategies, or resources to try something new. Because these come in the form of suggestions, they are not coaching but are more consultative in nature. Grows allow a teacher to ask for help in the form of consultation instead of questioning. They also give the teacher the opportunity to say “I need an example because I am stuck”. Wonderings are questions

meet the criteria in the questioning techniques tool. These questions are appropriate at any time from the coach or the coachee.

The Living Coaching Narrative incorporates focused goal setting around the school priorities and self-directed professional growth priorities. Goals related to school priorities fall under the classroom journey. Teachers are able create their own priorities within the umbrella of the school priorities. Self-directed professional growth priorities are formed from the reflection and dialogue around the questions in the section titled ‘goals with souls’. Once formed the self-directed priorities fall under my professional journey. Both sections have a place to document a projected date to meet the priority and a place to elaborate on the priority. Specific checkpoints are described in this space. The goals may change as the teacher meets them or has a change in thinking occurs throughout the year.

After each coaching conversation, both the coach and the coachee reflect on the conversation using the guiding questions as needed. All questions require an answer. The reflection asks what they are leaving thinking about, possible next steps, what they might like to dig into in future sessions, and if there are needs overlooked in this conversation. Both the vision and mission of the school have a place in the document. The coach and the coachee would both type the date and their initials every time they add to the document. This makes keeping track of the conversation to understand and respond to each other easier. It is important for coaches to use this tool for the coachee’s growth only and not in ways that are evaluative.

Questioning Techniques. A guide to Questioning Techniques (Appendix N) is a tool for coaches in Phase 1. The researchers 15 years of experience in schools and attending professional developments influenced her views of questioning in creating this guide. Of these trainings and experiences, her personal leadership coach Scott Murphey and both the Thinking Strategies and Cognitive CoachingSM trainings from PEBC had the most impact on the researchers Questioning Techniques. These techniques impacted the development many aspects of the capstone, especially the Coaching Cards and the Living Coaching Narrative.

The Questioning Techniques tool will guide coaches in building and implementing the pilot coaching program in their schools. Teachers want to be successful. The tool reviews the premises of coaching as well as strategies for designing questions that maximize opportunities for shifts in thinking. Coaches must be careful not to ask leading or directive questions that confuse their role as a coach with an evaluator. Evaluating signifies an end or a finality that stifles both the creativity and potential for self-directed growth of the teacher.

Good coaching questions uncover underlying assumptions, beliefs and values about teaching and learning. They are open ended, inviting the coachee to think and explain their answer. They are not leading in nature. Good questions assume positive intent and capability of all. In other words, a coach would not ask: Why did you single that student out when you knew he would be embarrassed because he could not solve the problem? That question does not assume positive intentions of the teacher or capability of the student. Good questions are plural. This suggests that there is

more than one correct answer. For example, a teacher is experiencing tension with writing a student a referral for a behavior they witnessed and brings this to the coach. The coach could ask, What might be some reasons that you are experiencing tension with this issue? Or if the teacher has decided not to write the referral but is still struggling the coach could ask, What might be some alternatives to a referral that you would find acceptable for holding the student accountable for this behavior?

Another characteristic of good questioning is tentative language. ‘Might’ is a word that works for tentative and does not make assumptions about the coachee’s response. Wait time is incredibly important during coaching conversations. If coaches ignore the urge to fill the silence with questions, examples, and useless chatter, the coachee will have the opportunity to respond more thoughtfully. It may take time to find this rhythm or to get comfortable with the silence, but it is necessary. It is hard to think when there is not time and space to do so. Each person has different speeds they process information, but everyone will take time to process changes in thinking.

Good questions are individualized to the current coaching narrative whenever possible. Coaching Cards are a starting point, but follow up questions are powerful tools that allow coaches to return to the individual coaching narrative. Sometimes good questions are divergent. They allow the coachee to explore multiple paths and create variations to solutions instead of converging on a solution. Coaches would use these when exploring a new problem or project. They would not be used all the time. Coaches should ask a variety of types of questions. While they may start with

knowledge questions, they will need to move into application, analysis, synthesis and evaluation to engage cognitive processes of the coachee.

Good questions invite the coachee to process the question aloud if needed. Good questions do not ask the person who is stuck to move. The coach shifts the questions to recognize the needs of the person who is stuck and their readiness to respond. Barth (2002) encourages questions about the undiscussables as “The health of a school is inversely proportional to the number of nondiscussables: the fewer nondiscussables, the healthier the school; the more nondiscussables, the more pathology in the school culture” (para. 11). Only coach and coachees that have strong relational trust can have meaningful dialogue around the school’s undiscussables.

Listening, body language, eye contact and paraphrasing to check for accuracy of the message the coach is receiving are other important aspects of questioning. Asking the right questions and follow up questions is important. With the right questions, the coachee does most of the talking. Questioning is the most important aspect of the coaching teachers in schools because coaching is based on conversations. Coaches push the coachee out of their comfort zone into a risk zone where optimal learning takes place. However, the coach is careful not to push coachees past this risk zone and into their danger zone. These boundaries will depend on the topic, the coachees skills and their relationship with the coach.

Coaching spaces must be warm and inviting with no barriers. Coaches should create a space in their office for having both formal and informal conversations with parents, students and faculty. Coaching conversations should not occur across a table

or desk. There should be no phones, computers, or tablets between the coach and coachee.

Other Resources

Two additional tools are provided in Phase 1. One assist in the implementation of coaching. The other, at the end of Phase 1, is to evaluate the systems and processes and make corrections before Phase 2.

Impartial Coaching. Lastly, a guide to Impartial Coaching is provided in Appendix O. The tool helps coaches to recognize several types of bias, use Questioning Techniques to control for bias, receive other perspectives, and focus on the needs of the coachee above their own professional needs. In this guide coaches reflect on both their own personal biases and learn about 18 common cognitive biases. Cognitive biases are mental shortcuts that result in a failure to make rational decisions (Desjardins, 2018). Photo credit to Desjardins for the image in Appendix O representing 18 common cognitive biases in assessing risks in business with definitions and examples.

With this tool coaches connect Questioning Techniques with bias. Coaches also learn how to ask questions that uncover the underlying beliefs and assumptions of the teachers they are coaching. They unpack the receiving of another's perspective and plan next their steps towards Impartial Coaching. We cannot change what we do not acknowledge. Trach (2014) explains effective coaching provides "teachers both the autonomy they are seeking to take risks and purpose to make meaningful and

lasting changes in their practice” (p. 16). This can only take place when removing judgement and personal bias, and teachers feel safe and supported.

Systems Check. The Systems Check tool is intended to be used in Phase 1 (Appendix P). Schools need systems to automate new processes and communicate with others using the same processes. Systems is a word that is used for the structures and resources that support coaching and other hats the administrator wears to make coaching possible in schools. For example, the Calendar Control is a system for time management that makes coaching possible. Another example of a system are Coaching Cards. These are created by coaches and shared among their coaching team to support coaching conversations. Both support the coaching process.

Systems should save administrators time and focus their energy. They allow administrators to be intentional instead of reactive. However, schools will outgrow systems. Some systems created may not match the intended purpose of the system. A periodic system check allows administrators to determine the effectiveness of systems and make necessary improvements. Systems must be aligned to the school vision. All school priorities exist in a system. In other words, school priorities do not exist solely in the minds of the administrator and faculty. There is some method for planning and monitoring of each priority. The priorities are recorded somewhere. Systems must be user friendly and must add value or energy to those who use them.

Schools contain many interconnected mutually dependent systems that do not necessarily communicate with each other. The Systems Check tool provides a structure for coaches to review their coaching systems for added or lost value and

energy. Coaches will also check their coaching systems for opportunities to connect to other systems, wasted time, too many restrictions, better ways to integrate, necessary updates or improvements, alignment to vision and priorities, and how to simplify.

Each check takes administrators through a process that simulates coaching the administrator. These system checks are not coaching because they are not conversation-based and do not include a coach. However, the questions stimulate dialogue between the coaching team with coaching techniques guidance in mind.

The school administration team quarterly completes the overall check. The Calendar Control check is designed for administrators to review their Calendar Control system at least mid-year and at the end of the pilot year. The Living Coaching Narrative check is designed for the coaching team to reflect on the design of the document used to capture coaching conversations at the end of Phase 1. Coaches should do Coaching Cards check quarterly to twice yearly. The other check is provided in the event a school created another system to support coaching processes or other priorities in their school. Each system check ends with a determination to keep the system as it is, make minor adjustments, do a major overhaul, or scrap the system. The adjustments to the system would be based on the purpose of the systems and the needs that arose from the answers to the system check questions.

Phase 2

Phase 2 is intended for school administrators who have already implemented a pilot coaching program in their schools and are ready to scale up to full

implementation. Schools must have a positive culture and climate that supports relationship development to move from Phase 1 to Phase 2. These administrators will have implemented a school-wide weekly walkthrough process as part of the pilot program and to prepare the school for a culture of learning. Phase 2 will typically last two to three years. All components of Phase 2 are not necessarily implemented simultaneously but could be added slowly over time. For example, schools could wait until the second year of Phase 2 to coach groups of people and focus on coaching individuals as they scale up to full implementation.

Before beginning full implementation, the coaches would review the components and tools of Phase 2. They may decide to use the example tools as models to create their own tools. Some coaches may choose to modify the existing tools by requesting permission and access from the researcher. Modifications to the tools would reflect the vision and branding of the school. The tools are not perfect but were created from the researcher's experience teaching, leading, professional learning opportunities, and experience with coaching. Sources leading to the inspiration of creating a tool and for the specific design of a tool were cited.

The components of Phase 2 focus on continuing to create a coaching culture, discovering and sharing talents, coaching groups and a section of other resources. All parts of the coaching resource component from Phase 1 would be utilized by coaches as the school scales up to full implementation. These components include the following tools: Calendar Control, Coaching Cards, coaching narrative and

Questioning Techniques. The tools were not modified for Phase 2 and therefore will not be described in detail again in the Phase 2 section.

Zahed-Babelan et al. (2019) found that school administrator behaviors impact work engagement in terms of school culture, creating meaning, and empowerment. Zahed-Babelan et al. described employee engagement as, “the degree to which individuals make full use of their cognitive, emotional, and physical resources to perform role-related work” (p. 139). This type of engagement is necessary for coaching processes to be effective. Coaches must continue to build a culture of coaching using the tools in Phase 2 to increase teacher engagement in this process.

Teachers have the potential to be the instructional leaders of the school. Each teacher has passions or talents within their field or subject area. Many times, they are unaware of these talents or do not realize that a skill does not come as easily to the teacher down the hall. For example, one teacher may easily make connections with students while the teacher down the hall is skilled at asking higher level questions. Why not provide opportunities for teachers to lead professional learning in their communities?

Teacher-led professional development allows for self-direction. It is local, incremental, inexpensive, and provides supportive accountability. Because of the many talents that exist in school community, it is possible to create diverse professional development opportunities that may not exist in one event anywhere else. Macias’s (2017) study found that the participants of bottom-up structured teacher-led professional development liked, “practical topics, comfortable

environment, and diverse presenters... factors that could most likely be reproduced in any school community” (p. 88).

Group size is one crucial factor that coaches will have to control when forming teams or groups. To maximize collective intelligence factor and design small decision-making groups, Law (2020) recommends coaching groups consists of “3 to 7 people with 5 being the optimal size and communities having no more than 30 groups” (p. 69). Coaches will also have to consider the purpose of the groups in designing and using Coaching Cards.

Other resources provided in Phase 2, include a modified version of the coaching process feedback survey from Phase 1, an updated system check, and an expansion of the Impartial Coaching guidance. These resources are valuable to the coach as he implements coaching with all faculty. The tools in each component of Phase 2 on the website are outlined in Table 3.

Coaching Culture

Phase 2 also begins with intentionally building a culture of coaching. Coaches are bringing many teachers into the coaching process who did not participate in any of the activities intended to build an understanding and eventually a culture of coaching in Phase 1. Teachers new to the coaching process and returning from the pilot program must feel like they are heard, and their voices are of equal importance. Awareness of obstacles to coaching are important for coaches to continue to build trust and value in the coaching process.

Table 3

Phase 2 Component

Coaching Culture		
Tool 1: Backwards Bicycle & Coaching	Tool 2: Teachers Need Real Feedback	Tool 3: The Myth of Average
Reflecting Protocols Phase 2 <ul style="list-style-type: none"> • Think & reflect protocol* • Culture of coaching protocol* • Time as a gift protocol* • Fear as a barrier protocol* • Feedback protocol • Create protocol • Ban average protocol 		
Tool 4: Everyone Deserves a Coach! Invitation	Tool 5: Coaching Vision Survey	
Coaching Towards Self-Discovery of Talent		
Tool 1: Who's Got Gifts	Tool 2: Learning is Sharing	
Coaching Groups		
Tool 1: Norms, Goals, Roles, & Progress	Tool 2: Making Decisions as a Group	Tool 3: Group Coaching Cards
Other Resources		
Tool 1: Coaching Process Feedback Survey	Tool 2: Systems Check	Tool 3: Impartial Coaching Part 2

**Repeated from Phase 1*

Many of the tools targeting the culture in Phase 1 can be continued in Phase 2. For example, Circle Up is a community building strategy that was used with the entire staff in Phase 1 and should be continued. Additionally, the Visioning tool should be revisited with the faculty. There are specific questions that guide the development of a vision if needed during Phase 1. However, the Visioning tool also contains questions that check for the faculty's connectedness, consistency, and clarity

to an existing vision. School priorities shift as goals are met and new areas of need arise. Both identifying and monitoring the school priorities through check points must be revisited on the Visioning tool. Depending on the results of the Systems Check tool at the end of Phase 1, the communication hub may need to be revisited.

Both the anchor texts and video from building a coaching culture component of Phase 1 have been viewed by faculty in the pilot program. This includes the Ted Talk *Want to get Great at Something? Get a Coach!* the text *Personal Best*, the text *The Making of an Expert*. However, these resources are valuable to the rest of the faculty. Coaches should consider what they know about their faculty. Will teachers in the pilot group will appreciate looking at anchor text or videos a second time? The second reading or viewing would be a year later and after they have experienced the coaching process. If the answer is yes, the coaches should re-use the tools but make sure they to choose a different reflecting protocol from the first reflection. If the answer is no, the coach should share these three tools as resources with only the faculty that did not participate in the pilot program during Phase 2.

Backwards Bicycle & Coaching. The idea of altering a bicycle to use in an activity with faculty came from Destin Sandlin (2015), an engineer that produced a similar video on his Smarter Everyday YouTube channel. After watching Sandlin's video, the researcher knew it would be a perfect way to demonstrate a concept about learning to her faculty. While welding is a skill the researcher has, she no longer has the tools to weld. She brought a bike to the father of close friend Amy Durbin and explained how she wanted the handlebars removed and reattached to the front

wheelbase using two gears (personal communication, 2020). The Backwards Bicycle Video tool was created with the permission of the researcher's school faculty as a resource administrator (Appendix Q).

Without explaining why, she told her faculty this bike is just like every other bike with one minor change (Scott, 2020). To turn the wheel left, you must turn the handlebar right. To turn the wheel right, you must turn the handlebar left. She asked if anyone was brave enough to try it out (Scott). All faculty members were eager for the challenge. They made statements like, "this is going to be easy" and "I bet I can ride it" even after others failed (Scott). Good natured laughter filled the space as they watched their colleagues fall off the bike. During the debrief, the faculty broke apart the difference between knowledge, understanding, application and creating as it relates to teaching and learning. The group discussed the time it takes for a student to learn a replacement behavior when they have been stuck in a cycle in of unruly behavior. They learned what Sadlin (2015) discovered in his experiment, "knowledge does not equal understanding".

Coaches should use this video to illustrate the purpose of coaching. Coaches are not intended to be answer providers because knowledge of the answer will not solve the tension the teacher is facing around teaching and learning. This video helps build a culture of coaching because it shows that an answer does not provide understanding, the ability to apply the answer, or the practice applying the new behavior to be successful. Coaches process this video with their staff using reflecting protocols that are described later in the attending to culture component of Phase 2.

Teachers Need Real feedback. The Ted Talk, *Teachers Need Real Feedback*, continues the work with creating a culture of coaching but is specific to the education field (Appendix R). Coaches should view this video with their faculty, followed by a protocol to facilitate a deeper discussion around feedback and coaching. In *Teachers Need Real Feedback*, Bill Gates (2013) highlights the lack of feedback in the teaching professional historically, “Until recently, over 98% of teachers just got one word of feedback: satisfactory” (9:10). Gates argues the unfairness of the current system to both teachers and to students, “we still give them almost no feedback that actually helps them improve their practice... our teachers deserve better” (8:35). Gates examined countries whose students perform at higher levels and found eleven out of fourteen had formal processes to improve teacher performance. Gates provides examples of how even the best teachers have improved with coaching. One of the methods for feedback that Gates emphasized is videotaping for both self-reflection and a non-biased factual representation of lesson. The reflecting protocol Phase 2 was linked below this anchor video. Coaches should choose a protocol to process this anchor media with the faculty.

The Myth of Average. Lastly, Todd Rose’s (2013) Ted Talk, *The Myth of Average*, is a tool to help build the school’s culture because of the implications it has on coaching, teaching, and learning (Appendix S). He illustrates a disastrous example of the myth of average using a true story behind the design of fighter jets. Rose describes the dangerously flawed assumptions behind the design of the cockpit in fighter jets, “Airforce researcher, Gilbert Daniel’s studied 4000 pilots and he

measured them on 10 dimensions of size... He asked a remarkably simple question, how many of these pilots are average on all 10 dimensions?" (2:36). Daniel's found that there were no pilots average on all dimensions, meaning the cockpit was "literally designed for nobody" (Rose, 3:37). This flawed design led to pilots not being able to reach all the instruments they needed causing many fatal crashes (Rose). Rose explains the Airforce's response this startling research was to "ban the average... moving forward they refused to buy fighter jets where the cockpit was designed for an average size pilot. Instead, they demanded that the companies that built these planes design to the edges of dimensions of size" (3:49). At first companies struggled to meet the Airforce's demands, citing the cost of this type of design (Rose). This research is why we have adjustable seats in cars today.

Classrooms are no different than cockpits in that the easiest and cheapest instructional design is based on the average student. Rose (2013) highlights the disasters impact of designing classrooms for the average learner, "we have over 1.2 million dropouts every single year... at least 4% of those dropouts are known to be intellectually gifted" (6:13). He learned this from personal experience as a high school dropout who had the skills to become a professor at Harvard University. Based on the research Daniel's conducted on fighter pilots, if the learning environments are designed for the average student, Rose proposes they were designed for no one.

Rose (2013) explains designing instruction based on the average student hurts students in two ways. Students who are gifted in an area cannot be challenged by average. They become bored and act out or disengage from learning. Pronounced

weaknesses in core areas like reading or social-emotional skills make it difficult for schools to see a student's strengths. A student could be gifted in science but if they cannot read or have extremely disruptive behavior, they may never be appropriately challenged in science because this strength is hidden. Rose proposes that schools could use adaptive technology to meet students where they are and appropriately challenge them.

The implication for coaches is there is no teacher that is average on all dimensions of teaching. Using any method but an individualized approach like coaching could be disastrous like the fighter jets. If coaches design coach structures or questions based on the average teacher, it will destroy talent by making the teacher's strengths a liability and ensuring their weaknesses mask their strengths. This tool has the potential to inspire the best teachers to find the dimensions of teaching in which they can grow, and gives hope to teachers who are struggling to know that they have dimensions that are strengths. Coaches will discuss this video with the faculty using a protocol described later in Phase 2.

Reflecting Protocols Phase 2. The Reflecting Protocols Phase 2 tool (Appendix T) are intended to be paired with anchor media and text to allow both individual reflection and group discussion. The coach will determine which protocol to use to reflect on both the questions and the media or text presented. All four reflecting protocols from Phase 1 are included because they ask questions that are relevant with any anchor media or text around coaching. However, three additional Reflecting Protocols were added for coaches to choose from during Phase 2. The

topic and questions on these protocols relate specifically to the content presented in a video or anchor text in Phase 2.

Feedback Protocol. The Feedback Protocol was designed to be paired with the Gates (2013) Ted Talk, *Teachers Need Real Feedback*. Coaches will use this protocol with faculty to unpack feedback and its relationship to coaching with their faculty. They will examine the purpose of feedback and when it should occur. Faculty will reflect on instances when they received feedback both too late and in time to act. They will carefully consider how both instances made them feel. Staff will consider the types of feedback they give their coach and the coaching team.

Create Protocol. The Create Protocol is intended to be both fun and inspiring. It can be done individually or as a team building activity. If done on teams, the teams should be chosen intentionally. For example, using pre-existing teams such as departments or grade level teams of faculty. Or the faculty are paired based on who their coach is and collaborate to better get to know their coach and group of staff. The protocol asks the individual or team to create something that represents their understanding of the coaching process. The backwards bicycle is a fitting example that faculty can refer. Coaches should put a time limit on this activity, so it is fun, allows for reflection and time to share. However, it should not take away from the faculty's time to plan or collaborate on teaching and learning.

Ban Average Protocol. The ban average protocol is intended to be used after faculty have watched the Ted Talk, *The Myth of Average* (Rose, 2013). Coaches and teachers will explore what implications the idea that an average student does not exist

might have on teaching and learning. Teachers will consider what banning average might look like for teaching approaches, coaching processes and how this might impact learning. Coaches will facilitate a conversation that explores future possibilities of designing learning experiences where all students get what they need instead of the same assignment or resources. For example, teachers may suggest that students be provided material on their instructional reading level, a feature that already exists with online versions of many textbooks. Teachers will also reflect on how their talents could be a liability and how their weaknesses might mask their talents, as Rose suggested happens in the classroom. An example might be a teacher being required to sit through a faculty professional development on a topic they could lead. This reflection may result in more self-directed learning or teacher led-professional learning which offers a variety of topics instead of faculty-wide professional development.

An example of a weakness hiding a talent could be a teacher who struggles with classroom management. This is a foundational aspect to teaching but they may have a superior understanding of unit design, lesson planning, and using essential questions to drive learning. Like the student who cannot read but is gifted in science, this teacher's talents may never be seen if they cannot manage a classroom. Unpacking this protocol will require deep thinking and provides room for creativity and divergent thinking. The coaching team should not act on the result of this conversations immediately or with sweeping changes unless there is a moral or ethical need make a change right away. The protocol is intended to expand the culture

of coaching and provide the faculty with an opportunity to think differently about how school is designed. The coaching team can continue these conversations and make plans for future adjustments that align to the vision as it makes sense to their school.

Everyone Deserves a Coach! Invitation. When a new initiative like coaching is implemented school wide, effecting all teachers and carving into their time, teachers need to be invited into the conversation. Everyone deserves a coach! The invitation tool in Appendix U is a formal invitation given to all faculty, inviting them to contribute to planning the vision of coaching. It is intended to be printed on cardstock and distributed to all teachers. The colors, images, signature, and wording can be customized to match the branding of the school with permission from the author. Coaches would distribute this invitation instead of sending an email or calendar invite to the staff. Coaches should be aware that the energy in the room might feel different as staff start to arrive because of the formality in which faculty was invited. Coaches should keep this faculty gathering brief and share an inspiring purpose for adding coaching to the priorities of the school. At the end of the meeting, coaches will distribute the link to the coaching vision survey.

Coaching Vision & Matching Survey. The Coaching Vision Survey tool in Appendix V has two purposes. The first is to provide faculty a voice and input in building a vision for the coaching in their school. The second is to match coaches to coachees. There are aspects of coaching that impact teachers. Both knowing the

vision for coaching and having ownership of this vision impacts the culture of coaching in the school.

Even though the school is just beginning school-wide implementation in Phase 2, it is important to involve all teachers in decision making and the why behind decisions. While resistance is a natural response to change, a top-down approach will encounter more resistance. If the coaching team has evidence from prior school-wide initiatives that their culture is strong, resistance will not be barrier, and believes their staff is not ready to co-build this vision at the beginning of Phase 2, this can be moved to later in Phase 2. The visioning for coaching section of the survey could be moved to take place at the end of the first year of full implementation or in year two. Like coaching, aspects of this Toolkit are non-linear and must follow the needs of the school.

Additionally, coaches can process the visioning questions in Section one verbally with the staff or using another format such as over the course of multiple professional learning days in person. The survey is set up for teachers to take individually on their own time. However, the method coaches use to gain teacher input in building the vision for coaching will depend on the unique needs of their teachers. Is this something their faculty needs to process and reflect on alone, or is it something that they need to reflect on as a group? The second section of the survey has questions designed to match the coach to coachee.

Coaching Toward the Self-Discovery of Talent

According to Daniel Pink (2009) one of the four components of motivation is mastery. Helping teachers discover their talents to further refine them, is part of motivating staff. This talent could be part of their purpose which serves as a second component of motivation (Pink). Sharing this talent with their learning community serves as a fourth component of motivation (Pink). Having the autonomy to pursue different talents and self-directed learning is the final component of motivation (Pink). If coaches want teachers who are driven and motivated, they need to provide opportunities for their teachers to discover their talents, get better at their talents, connect with others by sharing their talents, and by learning about their peers' talents that interest them.

Asking higher level questions, using formative assessment data to plan instruction, designing project-based learning experiences, classroom management, and cooperative learning are some out of an extensive list of teacher talents. Others could include content specific strengths or partnerships with families. It is crucial that teacher talents identified are unique to the individual teacher and not a disingenuous way to group teachers into the school or district priorities. We learned from Rose (2013) that average is a myth. The same can be said about teachers. One size does not fit all. Learning communities are comprised of learners who have a variety of needs. Additionally, learning is socially constructed. It is important to provide teachers with a platform to share their talents with an interested body of their peers. The tools in

this component of Phase 2 provide coaches and teachers with a guide for identifying talents and sharing these talents.

Who's got Talent. The Who's Got Talent tool guides the teacher through identifying their unique talents by way of independent reflection or guided conversation with their coach (Appendix W). This tool helps each teacher discover their talents, become an expert in the area, and eventually share their talents with their learning community.

Coaches will share this tool with the faculty at the beginning of the year. They should also provide several examples of talents that exist in their school, without giving teacher's names. Teachers independently reflect on the questions and follow up with coaches in coaching conversations. Like all other aspects of coaching, this is not a one-time document or compliance activity. It is a tool that the teachers will need to revisit as they learn more about themselves.

The tool begins with a reflection on a challenge the teacher has overcome. This obstacle may have if teacher with insight on their strengths and weaknesses. The tool moves on to ask about what they are good at and what they are most proud of. Next teachers reflect on what inspires them and what they wish they could do. Teachers examine where they excel by sharing their first major achievement, what would not be the same without their role or part, and what people compliment them on mos. One page in the tool contains specially designed questions for the teacher to "Ask a Friend" if they get stuck. Teachers reflect on their responses to these questions through the year and in following years looking for patterns using the note thinking

page of the tool. Coaches may ask questions during coaching conversations to determine what the teacher is learning about their talents for planning teacher-led professional learning. If asked, administrators can provide input on teacher talents.

Learning is Sharing. The Learning is Sharing tool (Appendix X) empowers teachers to use these in leadership and learning opportunities with their colleagues. This tool provides multiple pathways for teachers to formally share their talents in self-directed learning communities. These communities are not one size fits all. Because one size does not fighter all, they are presumed to be like the fighter jets Rose (2013) describes as “impossible or impossibly expensive to build” (4:36). If schools always brought in multiple expert presenters on different concepts or dispersed faculty to different conferences it would cost a fortune. However, there are talented teachers in the school and learning can be teacher-directed. Each school has the potential to be a learning community.

Four examples of formal structures for coaches can use for teacher-led professional learning are provided within this tool. Coaches may also design their own teacher-led professional learning structure using the examples provided. Each of these examples were used with a school faculty and designed by the researcher. Each tool had feedback from the administration team with which she worked. As teachers discover their talents and can share these talents, their ownership and connectedness with colleagues in their daily work increases.

One example of teacher-led professional learning provided in the tool is a modified version of EdCamp. The researcher designed the structure of this teacher-

led professional learning for Nelson County Kentucky High School with feedback from Barry Nesbitt and Fin Burton (personal communication, 2019). It is based on the unconference approach to teacher learning titled EdCamp by cofounder Mary Beth Hertz (2010) and began in Philadelphia. The modifications to the EdCamp model include not advertising it for the public and teachers outside of the researcher's school and requiring all the faculty to present or co-present a session. Coaches are provided with a copy of the modified EdCamp the researcher's faculty hosted. Coaches are also provided with a blank slide as a template for creating an EdCamp of their own.

Best practice academies are another example in the learning is sharing tool of how teachers can lead professional learning. This example has faculty sharing classroom best practices using regularly scheduled professional development days. These best practices are aligned to the talents teachers self-identified using the Who's Got Talent tool. This strategy allows teachers to attend multiple sessions of their choosing throughout the course of the year! While every staff member does not share at one event, it is possible for every staff member to share over the course of multiple professional learning days.

There are three examples provided of best practice academies led by teachers in a high school. The concept was designed by the researcher with input from her administrative team, Barry Nesbitt and Fin Burton (personal communication, 2019). A copy of agendas from best practice academies at the researcher's school are provided as examples for coaches to use in planning their teacher-led professional learning (Scott, 2020). During one best practice academy, the school included a

session for parents and other caregivers while teachers were at lunch (Scott). This provided the family resource and youth service center coordinator an opportunity to lead in area of her talents. The parent academy also allowed the school to connect with parents and non-traditional caregivers (Scott). A sample blank schedule of a best practice academy is provided for coaches to use as needed.

The remaining two examples of teacher-led professional learning were designed by the researcher with feedback from Mark Webster for an alternative school during the 2020-2021 school year (personal communication). These protocols are intended to be used by teachers in a professional learning community (PLC) or team meeting afterschool. Both the Welcome to my House and Ship It protocols were designed with the secondary purpose of receiving peer feedback. Welcome to my House gives teachers the opportunity to share something that they have created specifically for their students. Coaches are provided a guide for the presentations with time allocations, specific questions for the presentations and a space to take notes during presentations. They are also provided with a blank schedule of Welcome to my House presentations to design their own teacher-led professional learning. This could be used to have PLC members or other small teams rotate through a presentation schedule.

The Ship It protocol was designed to be used at the end of specific period that teachers are provided to work on a common goal, especially a large goal related to the school vision. For example, when a school decides to implement a new initiative like restorative care or project-based learning, they train the teachers on this innovative

approach to teaching and learning. Faculty is usually given time to plan and create whatever is necessary to implement this new initiative. The Ship It protocol allows faculty to share ideas, learn from each other, give and receive feedback, and improve their ideas based on this feedback. Coaches are provided with a guide to the presentation that consists of both questions and time allocations for each section.

The Welcome to my House and Ship It protocols are very similar but are branded differently because they have a different purpose. The Ship It protocol is sharing something that is preliminary stages in planning, thinking, and designing for feedback and to build faculty momentum with a new initiative. Welcome to my House is a protocol designed to share something that was specifically branded for a class, club, or group.

Coaching Groups of People

As the coach gains valuable insight in coaching practices with individuals, he will have the opportunity to practice these skills with groups of people in Phase 2. This may not begin immediately but can once the school has successfully scaled up to full implementation of coaching individuals. Coaches will use the coaching resources in Phase 1 for coaching individuals throughout all three phases.

Coaching groups of people involves a major shift in thinking and time management. School teams need to become self-directed and highly effective, even when no one is watching. Schools have groups such as PLCs or committees that work together for a variety of purposes. Sometimes these groups have members that are parents, community members, classified staff, or even students. Stakeholders are

members of groups in schools. Several examples include student council, community or family engagement committee, parent volunteer team, or even an expert panel from the community serving as judges for a competition.

In many schools, teachers have been put on teams according to department or content area, shared interests (committees), shared students (teams), or grade level. These teams are typically referred to as PLCs. Maffoni (2018) explains the importance of coaching PLCs, “Regardless of who fills that role—a school administrator, instructional coach, department chair, or teacher leader—coaching matters to the implementation and sustainability of high-functioning PLCs” (para. 1). The teams are often given a set of tasks to complete each week and provided a set of protocols they are required to use. However, this approach does not build the capacity of those teachers to lead a group towards a common goal.

Coaching groups must maintain both group autonomy and connectedness in that the team grows in areas they discover they need, AND the school progresses towards a common vision and shared priorities. Schools that have multiple coaches engaged in coaching groups will need Coaching Cards to ensure consistency but also allow for group directed learning. There is not a one size fits all in coaching. However, consistency is needed in the types of questions asked, format of questions and questions connected to school vision or goals and connected to professional growth goals. Without Coaching Cards, one coach may always circle back to the teachers personal and professional goals, while another may only visit them once a year. That type of inconsistency in coaching does not allow both teachers the same

opportunity for growth. The Coaching Cards will help coaches in smaller schools focus their thinking prior to coaching their staff. Groups will need to establish norms, goals, monitor the progress towards goals, make decisions as a group, and determine roles.

Coaches who are coaching groups will need tools to guide them in goal setting, deciding as a team, role determination, and monitoring progress. Coaching groups by way of asking the right questions has the potential to build capacity.

Norms, Goals, Roles, & Progress. The Norms, Goals, Roles and Progress tool serves multiple purposes as a coaching support (Appendix Y). It outlines the steps for the coach to guide the group in creating norms and criteria for norms. This tool provides guidance with group goal setting and creating action steps to achieve those goals. It ensures the coach supports the group in identifying roles of team members and in monitoring progress. The tool is intended to be used by the coach to facilitate a discussion with the group that leads to the creation of Norms, Goals, Roles and Progress tool. The coach should ask the coaching questions provided and any follow up questions needed but should not influence the group's decisions. However, the coach can share the background information provided in the tool as needed. For example, what are norms, what are goals, and guidance on roles for teams. The tool includes a space with boxes to record group norms and track team goals.

A team of teachers is much less likely to be productive if they do not have an agreed upon way of interacting, shared goals, knowledge of who is leading what with those goals, and a way to monitor the goals. Coaching allows the group to establish

these foundational elements without telling them. This builds the group's capacity for self-directed learning. Maffoni (2018) argues, "Strong PLCs don't just grow and thrive on the hope of a committed leader or group of teachers. They require coaching to provide clarity, feedback, and support to strengthen collaborative practice for student learning" (para. 16).

Making Decisions as a Group. The Making Decisions as a Group tool provides guidance on different strategies used for group decision making and when they might be appropriate (Appendix Z). Coaches can use this resource to facilitate various group decision making strategies. Because groups are not typically self-selected in schools, intentional coaching around decision making is important for any team as they work towards their goals. Before using the tool, coaches must make sure the group they are coaching has the power to make the decision. Groups should never be led to believe they have decision making power if they do not.

This tool has seven strategies for consideration when coaches are coaching groups and a decision needs to be made. If the group has decided on a strategy to make the decision and is successful there is not a need to provide coaching through the process. However, if the group is not successful making decisions or is divided on an issue, coaches will ask the group questions to narrow their focus on a decision-making strategy.

The Making Decisions as a Group tool would be provided to the group being coached to refer to as needed. Coaches may add more strategies to the tool. Each of the seven strategies for making decisions gives an overview of when to use the

strategy and when to proceed with caution. The strategies include unanimous vote, majority rules vote, compromise, delay, reframe, no decision, and disagree and commit. The second slide is only for the coach. This slide is a guide for the coach to use to help direct the group through choosing a strategy for deciding. The coach may not need to ask all the questions. The group could choose a strategy early in the coaching, or may have a moment of clarity where they realize they are not ready or do not have the right options. The coach may need to ask follow up questions based on how the group has responded to a question. This guide is flexible, like other coaching tools, to meet the changing needs of groups as they face a variety of decisions.

Coaches need to take special note of the final slide. It reviews the danger in turning over the decision to the coach or having them serve as a tie breaker. Doing either removes the groups ownership and their future power to solve hard problems as a team. In this role, the coach should not be evaluative and should not be in charge. For the team to believe in each other and their team as a unit, the coach must believe in their ability to make decisions.

Group Coaching Cards. The Group Coaching Cards tool (Appendix AA) are a template intended to be printed on card stock and cut in half. Multiple examples of cards for coaching PLC groups are provided for schools to consider at various times of year. The purpose of the Group Coaching Cards is to facilitate the group's growth and ability to direct their own learning. The Coaching Cards are designed as examples and are intended to be modified by coaches to meet the specific needs of the groups

being coached. The cards should align to the purpose of the group and the school priorities as they pertain to the group. These example cards only provide common coaching questions that would pertain to a PLC group because it is a common group in schools. They do not ask the right questions for all groups, such as student or parent groups.

Coaches will need to consider their school and district vision and the groups that exist in their school. They must determine which groups need to be coached by asking themselves questions like; Does this group have decision making power? Is this group aligned to a core priority? Does this group need to exist within our school? Does this group need to become more self-directed? Once coaches have determined which groups they will spend time coaching, they must create or edit the Coaching Cards to align them to the group's purpose and priorities but also allow for flexibility in conversations. The Group Coaching Cards may shift in focus throughout the year as groups evolve.

Other Resources

Other resources are a component of Phase 2 that contains three tools. One allows for further investigation of Impartial Coaching. The others provide a method to intentionally cleanse the systems and structures created to support coaching throughout all three phases. To improve these systems and structures, coaches will rely on feedback from teachers and reflection and discussion protocols in their leadership team meetings. For example, teachers' feedback may reveal that they must miss coaching sessions due to 504 meetings and Individual Education Plan (IEP)

meetings with the Admissions and Release Committee (ARC). The coaching team would work with the person that schedules these meetings to create a plan that meets the needs of these students but without interfering with scheduled coaching time. That plan might mean blocking off protected days or times for these meetings. Or it could be a simple fix of a quick check with the team members invited on the meeting date before sending these notices home to parents.

Coaching Process Feedback Survey. The Coaching Process Feedback Survey is used to gather feedback on the school's coaching processes (Appendix AB). This example has mostly open questions with only one numerical question. The term 'pilot' and questions pertaining only to the pilot program were removed from the survey, but the remaining parts of the questions are identical. Feedback with data could be gathered in other ways but open-ended questions matched the format of the intent of coaching and allow for greater flexibility, self-directness, and divergence in thinking. The data collected from these surveys might be challenging for school leaders to analyze because most questions are open-ended and responses will be in narrative format.

Gathering feedback from faculty and coaches involved in the coaching process is important to continue to refine the school's vision of coaching and to better meet the needs of all staff. Feedback must be collected from both the coach and coachees. However, responses must not be linked to individuals nor should they be used in an evaluative manner. Using the same survey questions as the pilot program provides data over consecutive years.

In small schools the coaches may talk about their responses instead of answering the survey, but the questions are designed for reflection and critical thinking. There is value in the coaches going through the process of answering the survey questions as well. This is done independently and gives everyone time to respond thoughtfully. Responses from coaches may show inconsistency in coaching or understanding of coaching. This allows coaches to spend their valuable time reviewing the data, looking for trends, and creating next steps.

Systems Check Phase 2. The Systems Check Phase 2 tool is an extension of the original Systems Check form in Phase 1 (Appendix AC). It was extended to include several new systems in Phase 2. Monitoring systems is important to coaching because systems help schools automate processes and communicate with others. Several examples of systems that exist within coaching are Calendar Control as a time management system, living calendar as a communication system, and Living Coaching Narrative as the coaching conversation system. Systems also save and focus our energy. Intentionality is at their core. Organizations will outgrow systems. Some systems created may not match the intended purpose of the system. System checks allow us to monitor the functionality of these systems and make improvements.

Systems must be aligned to the vision and priorities. All priorities must have a system. Systems are user friendly, add value or energy to those who use them, and should be simplified wherever is possible. Coaches will review the questions from Systems Check as a team. Each check takes coaches through a checklist uses coaching questions to determine if the system needs to stay as is, have minor

adjustments, a major overhaul, or be tossed. While the check is not coaching, it does create conversation within the coaching team.

The overall check, Calendar Control, live, coaching narrative, Coaching Cards, and other checks are repeated from Phase 1. These should be completed at least every semester to year by the coaching team for as long as the systems exist. The learning is sharing, norm goals and monitoring, and Group Coaching Cards are new system checks but have comparable questions. These should be completed at least every semester.

Impartial Coaching Part 2. Impartial Coaching Part 2 tool is an extension of the Impartial Coaching tool from Phase 1 (Appendix AD). The purpose of this tool is to help the coach identify their blind spots and remind coaches of their biases when coaching groups. The Impartial Coaching Part 2 tool is important to coaching groups because the way groups interact is different than individuals. Group dynamics can shift conversations. Individuals may make decisions and interact differently when in a group. This shift may change the coach's perception of the group, bring up new bias or blind spots, or emphasize existing bias. Cooley and Payne's (2019) study revealed that existing stereotypes are applied more to individuals in groups than when they are alone.

Blind spots could be personal, profession, or job specific. However, all will get in the way of coaching. A blind spot is area in the coach's range of vision (figuratively) that cannot be seen but should be able to be seen. For example, a leader may have a blind spot in teaching writing. The leader's knowledge, experience, and

preference for one method of writing instruction may impede her listening, others willingness share, or her willingness to try other methods. This is a blind spot if the leader is unaware because they should be aware that their expertise and leadership status could be intimidating.

Additionally, it is a blind spot in their coaching because they stop listening or move from coaching to sharing resources. It is difficult to distinguish between bias and blind spots. Bias, as shared in Phase 1, are preferences or prejudice in favor of one thing over another. Both can be subconscious and can cause damage to coaching relationships and coaching conversations.

Coaches should identify, and correct mistakes made due to bias or blind spots to repair relationships and build trust. The questions of this tool are deep and require honesty and vulnerability from the coach. They also require an analysis of the coach's assumptions about roles and willingness to have hard conversations. All of these are major factors in building trust in coaching relationships. A hard conversation might be a coach admitting to his faculty that he struggled in math classes. The coach may share that he failed to meet the expectations and scored the lowest every week on the timed drills over basic math skills. This experience is the reason the coach, when wearing an administrator hat, rarely agrees to allow the school to practice timed assessments and provides negative feedback on basic skill practice as compared to conceptual understanding of math skills. This is a professional bias of what is most important in math, conceptual understanding or speed and accuracy on basic math facts. It is based on a negative personal experience. Once a bias is shared there is

community accountability for using all facts to determine what is best for students and the school.

Phase 3

Phase 3 is planned to be developed for school administrators who are in year four or five of coaching, have developed a culture of coaching but want to expand these practices in their school. The components and resources in Phase 3 do not exist as part of the capstone but have been planned. The plan is to develop components that can be optional based on the needs of the school. Both culture and Systems Check are anticipated to be priorities in Phase 3. If they have not done so already, the coaches will select a leadership coach for themselves.

The optional components that are planned for Phase 3 include coaching classified staff, coaching students, and peer coaching. Administrators have the freedom to choose which next step is right for their school. For example, some administrators may prefer coaching classified staff as a next step while others may want to build processes for academic coaching with students. Each component would have systems and structures to support that type of coaching. These resources have not been created or posted to the website yet. A skeleton outline of Phase 3 has been created on the website to encourage schools to keep checking for more content and resources once the site is live (see Table 4).

Table 4

Phase 3 Components: Post Capstone

Coaching the Coach		
Tool 1: Why Do Leaders Need a Coach?	Tool 2: Selecting a Coach	
Coaching Classified Faculty		
Tool 1: Live Coaching Narrative Part 2	Tool 2: Coaching Cards Part 2	Tool 3: Matching Coach to Coachee Survey
Coaching Students		
Tool 1: Types of Student-Centered Coaching	Tool 2: Focused Goal Setting & Progress Checks	
Coaching Peers		
Tool 1: Building Teacher Capacity to Lead Groups	Tool 2: Learning Walks, Observe Me, & Other Peer Feedback Tools	
Other Resources		
Tool 1: Systems Check Part 3	Tool 2: Coaching Process Feedback Survey*	

*Repeated from Phase 2

Other Website Pages

The review of the literature page on the website provides a link directly to the researcher's full capstone without the appendices. The appendices are left out due to the size of the document and because exist on the website. Readers may be interested in reviewing the existing literature (Scott, 2021, p. 26-73). Sharing the capstone gives coaches access to detailed directions within the capstone project section of the executive summary (Scott, p. 84-160). Coaches need these directions to use the tools provided on the website and implement *A Toolkit for Coaching Teachers* in their schools.

The about the author page on the website provides school administrators with an overview of the contextual background in teaching, leading, and coaching the researcher has and establishes credibility. This page also gives the reader the opportunity to get to know and connect with the researcher.

All sources used to create the capstone project, *A Toolkit for Coaching Teachers*, are provided on the reference page of the website. This is an identical list of references to the capstone reference list provided within full executive summary.

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Appendices

Appendix A: Circle Up



CIRCLE UP

Contact Hannah Scott at Hannah.Scott@nelson.kyschools.us for permission to modify or edit the materials. Materials will be shared with full editing rights and administrators will be granted permission to copy and edit the materials.

SETTING NORMS

STEPS:

1. WHAT TYPE OF TEAM DO WE WANT TO BE (I.E. IN TERMS OF PERFORMANCE, ENERGY, CONNECTION, ETC.)
2. BRAINSTORM: WHAT MIGHT BE A LIST OF GUIDELINES TO HELP CREATE THIS TYPE OF TEAM?
3. GROUP INTO ONE/CROSS OFF REPEATED ITEMS
4. NARROW DOWN TO THE TOP 3-5 ESSENTIAL BEHAVIORS THAT WILL LEAD THIS TYPE OF TEAM.
5. HOW MIGHT THESE BE WORDED IN THE POSITIVE?
6. WHERE MIGHT THESE BE POSTED FOR EASY VIEWING?
7. WHEN MIGHT THESE BE REVIEWED?
8. HOW MIGHT WE ADDRESS VIOLATIONS OF OUR AGREED UPON NORMS?

NORMS ARE...

- ★ 5 OR FEWER
- ★ CREATED AT A TIME WHEN ALL TEAM MEMBERS ARE PRESENT
- ★ NOT REDUNDANT
- ★ RECORDED
- ★ POSTED & REVIEWED
- ★ EVALUATED PERIODICALLY
- ★ LIVING - CAN BE CHANGED OVER TIME
- ★ USED BY THE GROUP TO HOLD THE GROUP ACCOUNTABLE

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SAMPLE NORMS

1. BARRIER FREE CIRCLE (I.E. NO ELECTRONICS, TABLES/DESK)
2. SPEAK WITH RESPECT - USE THE TALKING PIECE, HONOR TIME, AND OTHER PERSPECTIVES
3. EVERYONE IS A PARTICIPANT
4. LISTEN TO SEEK UNDERSTANDING
5. HONEST - TRUSTING TEAM WITH YOUR AUTHENTIC FEELINGS AND THOUGHTS SHARED WITH KINDNESS

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CIRCLE UP NORMS

[ENTER HERE]

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CREATING A STRUCTURE

STEPS:

1. WHAT MIGHT BE THE DESIRED LENGTH OF CIRCLE UP IN YOUR SCHOOL?
2. WHAT MIGHT BE SOME OPENING ACTIVITIES THAT YOU COULD USE TO FACILITATE STAFF CLEARING THEIR MIND TO ENTER THE CIRCLE FREE FROM DISTRACTIONS?
3. HOW MIGHT YOU HONOR THE NORMS THAT YOUR TEAM HAS CREATED?
4. WHAT MIGHT BE SOME GUIDING QUESTIONS ON WHICH YOU WANT TO FOCUS?
 - a. LOW RISK - CELEBRATE, RECOGNIZE, ENERGY
 - b. MEDIUM RISK - BELIEFS, VALUES AND ASSUMPTIONS ABOUT TEACHING AND LEARNING
 - c. HIGH RISK - CONFLICTS, UNDISCUSSABLES, LOCAL CRISIS
5. HOW MIGHT YOU SYNTHESIZE THE SHARING THAT TOOK PLACE AND PROVIDE PARTICIPANTS WITH AN OPPORTUNITY TO REFLECT?
6. WHAT MIGHT BE SOME ACTIVITIES YOU USE TO CLOSE THE CIRCLE?
7. HOW MIGHT YOU PROVIDE OPPORTUNITIES FOR FACULTY TO ASK QUESTIONS ABOUT THE DAY OR WEEK AHEAD?

CIRCLE UP STRUCTURE INCLUDES:

- ★ OPENING ACTIVITY
- ★ NORMS
- ★ GUIDING QUESTIONS
- ★ REFLECTION
- ★ CLOSING ACTIVITY

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SAMPLE OPENING & CLOSING ACTIVITIES

- ❑ QUOTE
- ❑ SONG OR INSTRUMENTAL MUSIC
- ❑ SHORT VIDEO CLIP
- ❑ BREATHING EXERCISE
- ❑ STRETCHING EXERCISE
A.E. CHAIR YOGA,
STANDING YOGA)
- ❑ VISUALIZATION ACTIVITY

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SAMPLE GUIDING QUESTIONS

LOW RISK	MEDIUM RISK	HIGH RISK
<ul style="list-style-type: none"> → WHAT MIGHT YOU WANT TO CELEBRATE TODAY? → WHAT IS BRINGING YOU THE MOST JOY AND ENERGY THIS WEEK? → WHAT ARE YOU LOOKING FORWARD TO THIS WEEK? → HOW MIGHT YOU FINISH THESE SENTENCES: I TEACH BECAUSE... I TEACH HERE BECAUSE... → WHAT IS SOMETHING THAT YOU LEARNED THIS WEEK THAT YOU ARE THANKFUL FOR? → WHAT ARTIST, MUSICIAN, OR AUTHOR ARE YOU MOST GRATEFUL FOR AND WHY? → WHAT IS A SMALL WIN THAT YOU HAVE ACCOMPLISHED IN THE PAST 24 HOURS? → WHAT DO OTHER PEOPLE SAY YOU ARE GOOD AT? 	<ul style="list-style-type: none"> → WHAT ASSUMPTIONS MIGHT OUR HOMEWORK POLICY MAKE ABOUT STUDENTS & FAMILIES? → WHAT ASSUMPTIONS MIGHT OUR ATTENDANCE POLICY MAKE ABOUT STUDENTS & FAMILIES? → WHAT ASSUMPTIONS ABOUT LEARNING ARE HIDDEN IN OUR GRADING POLICIES? → WHAT MIGHT OUR COMMUNICATION TOOLS (WEBSITE, EMAIL, ETC) SAY ABOUT WHO AND WHAT WE VALUE? WHAT ASSUMPTIONS MIGHT WE MAKE ABOUT WHO HAS ACCESS TO THESE TOOLS? → WHAT DO YOU WANT YOUR LEGACY TO BE? 	<p>ANY QUESTIONS DESIGNED TO HELP FACULTY PROCESS TOPICS SUCH AS:</p> <ul style="list-style-type: none"> • DEATH OR SERIOUS ILLNESS OF STUDENT OR FACULTY MEMBER • NONDISCUSSABLES • TENSION AMONG THE FACULTY • RESISTANCE TO CHANGE • PROBLEMS IN THE SCHOOL, DISTRICT OR COMMUNITY • LOCAL, STATE OR NATIONAL DISASTER DIRECTLY AFFECTING THE SCHOOL <ul style="list-style-type: none"> → WHAT IS CHALLENGE THAT YOU ARE CURRENTLY FACING AND WHAT MIGHT BE YOUR FIRST STEP TOWARDS OVERCOMING IT? → WHAT IS SOMETHING YOU HAVE FAILED AT AND WHAT DID YOU LEARN FROM THE EXPERIENCE?

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CIRCLE UP GUIDING QUESTIONS

LOW RISK	MEDIUM RISK	HIGH RISK
→ [ENTER HERE]	→ [ENTER HERE]	→ [ENTER HERE]

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Appendix B: Communication Hub

ENTER TITLE HERE

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AUGUST 2021

EXAMPLE LIVING CALENDARS: HIGH SCHOOL & ALT. SCHOOL

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
2	3	4	5	6	7
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
9	10	11	12	13	14
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
16	17	18	19	20	21
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND

KEY: NO SCHOOL PROFESSIONAL LEARNING DAY

LINK 1
LINK 7

LINK 2
LINK 8

LINK 3
LINK 9

LINK 4
LINK 10

LINK 5
LINK 11

LINK 6
LINK 12

ENTER TITLE HERE

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23	24	25	26	27	28
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
30	31				

KEY: NO SCHOOL PROFESSIONAL LEARNING DAY

LINK 1
LINK 7

LINK 2
LINK 8

LINK 3
LINK 9

LINK 4
LINK 10

LINK 5
LINK 11

LINK 6
LINK 12

<div style="display: flex; justify-content: space-between; align-items: center;"> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> NCHS Facebook NCHS Twitter SEPTEMBER 2019 NCHS Instagram NCHS Blog <small>coming soon</small> </div> <div style="text-align: center; margin-top: 5px; font-weight: bold; color: green;"> Sunday 9/8/19: Rosary Celebration in Auditorium 12-4:30pm </div>					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2 Labor Day 5k/10k @NCHS 8am JV Football Game @ Bardstown 6pm	3 Boys Soccer @ Home Spencer 6/7:30pm JV/V ACT Goal setting and Preparation (Done in S.S.)	4 Suicide Prevention Day Volleyball @ Home vs. TNHS 5:30pm g JV/V Popsicle Race #3 @ TNHS 6pm Girls Soccer @ Home vs. Marion Co. 6pm JV/V ACT Practice test (Reading, done in S.S.) Boys Soccer mtg parents 5pm. Potluck for staff	5 Board/Work Session 5:30pm Boys Soccer @ Home vs. Bullitt East 6/7:30pm JV/V ACT Review of scores and discussion (Done in S.S.)	6 NRG Award Football @ Home vs. Spencer Co. 7:30pm Volleyball @ Home vs. b-town *FFA Executive Breakfast 7:45 am ACT Reteach (Reteaching concepts based on ACT data)	7 Iron Horse Festival 5k @ New Haven 8:30am Girls Soccer @ Home Bardstown 6pm JV/V
9 Girls Soccer @ TNHS 7pm V Bethlehem @ Home 6:30pm Girls Golf Heritage Hill Club Rush during Cardinal Crew	10 Boys Soccer @ TNHS 5:30/7pm JV/V Bernard Keene Inv. CC @NCHS MS 5:30pm, HSG 6pm, & HSB 6:30pm SBDM @ 4:15 Girls Golf Maywood	11 Popsicle Race # 4 @ St. Thomas 6pm Girls Soccer @ Home Bethlehem 6pm JV/V Green Dot Bystander Training (Seniors) 8:25-3:10	12 Bardstown/Nelson County College Fair 1:00p-3:00p and 5:00p-6:30p Main gym Volleyball @ North Hardin 6:30pm g JV/V Boys Soccer @ Home	13 NRG Award Football @ Bethlehem 7:30pm *FFA Rising Sun Conference @ Leadership Training Center	14 ACT - Freshman Wing 7-1pm CH Fairgrounds Frenzy or Franklin Co. Inv CC @ Hardin Co. Fairgrounds or KYHP *FFA Rising Sun Conference @
<div style="display: flex; justify-content: space-between;"> <div> LINKS: Cardinal Staff Absences Digital Announcements Supervision Schedule Minor Referral Form Drill Schedule </div> <div> Building/Grounds Request B&G Approved Reservations 19-20 NCHS Student Calendar Student Statement Form Detention List </div> <div> Family CAREtaker Scheduled Days Faculty Directory Who to go to? Breakfast & Lunch Menu Major Referral Form Cardinal Student Legacy Book </div> <div> Excused Student List Athletics Locker List RUP & Other Forms Password Reset Guidance Office Request Form </div> </div>					

<div style="display: flex; justify-content: space-between; align-items: center;"> </div>					
		Multi purpose Room	Bethlehem 6/7:30pm JV/V Girls Golf Wild Turkey Trace		Leadership Training Center Boys Soccer @Home vs. Meade County 5pm
16 Staff Backpack Day #2 No School Boys Soccer @ Home North Hardin 6/7:30pm JV/V Girls Soccer Away 6pm JV/V JV Football Game @ Home North Bullitt 6pm	17 Bardstown All-Corners CC @ Salt River Prop. 5pm Boys Soccer @ Home TNHS 8pm V Board Meeting 5:30pm Boys/Girls Golf Etown CC	18 Popsicle Race #5 @NCHS 6pm Girls Soccer @ Home Spencer 6pm JV/V	19 KYOTE Testing - ATC Students - Rm 118 and 119 8-12 Boys Soccer @ Home Central Hardin 6/7:30pm JV/V Volleyball @ Washington Co. 6pm g JV/V	20 Community Brew 6:30-7:30am at Fresh Dawdson NRG Award Medical Center 10K Road Trip Varsity Only @ Bowling Green Football @ Larue 7:30pm Bal four meeting with Juniors & seniors	21 Medical Center 10K Road Trip Varsity Only @ Bowling Green *FFA Parents Night Out Event!
23 COLLEGE WEEK- Financial Aid Focus (FAFSA) Proj Grad mtg 6:30 in media center Volleyball @ Home LaRue 5:30pm g JV/V Girls Soccer @ Home TNHS 6pm JV/V JV Football Game @ Home Bethlehem 6:30pm	24 COLLEGE WEEK- College Admission Counselor Focus Boys Soccer @ Marion Co. 5:30/7pm JV/V	25 COLLEGE WEEK- APPLICATION Focus Volleyball @ Bardstown 5:30pm g JV/V Popsicle Race #6 @TNHS 6pm Girls Soccer @ Home Collins 6pm JV/V	26 COLLEGE WEEK BAME Contracting Build My Future Event Field Trip (9:00a-1:00p) Boys Soccer @ Bardstown 5:30/7 JV/V Boys/Girls Golf Sun Valley GC Ball four (collecting student orders)	27 COLLEGE WEEK- Need to Know/ QUESTIONS Focus Football @ Home vs. Etown 7:30pm.HOMECOMING NRG Award Volleyball @ KBA-Lexington Lafayette Tourney TBA Varsity Only	28 Hillbilly Run Inv. @TNHS 8am Girls Soccer @Larue 11am V Volleyball @KBA-Lexington Lafayette Tourney TBA Varsity Only
30 Boys Golf Danville					
<div style="display: flex; justify-content: space-between;"> <div> LINKS: Cardinal Staff Absences Digital Announcements Supervision Schedule Minor Referral Form Drill Schedule </div> <div> Building/Grounds Request B&G Approved Reservations 19-20 NCHS Student Calendar Student Statement Form Detention List </div> <div> Family CAREtaker Scheduled Days Faculty Directory Who to go to? Breakfast & Lunch Menu Major Referral Form Cardinal Student Legacy Book </div> <div> Excused Student List Athletics Locker List RUP & Other Forms Password Reset Guidance Office Request Form </div> </div>					

YOUR *story* IS YOUR *gift*. 📅


FEBRUARY 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
1 EMILY OUT HAPPY BIRTHDAY TYLER LEADERSHIP WEEKLY	2 GIFTED MINDS PLC 3:30	3 COMMUNITY COLLABORATION - What is the purpose of school? 3:30 PM 4:15 PM	4 CARETAKER WEEKLY	5 SCOTT OUT COVID VACCINE @NCHS	6
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
8 LEADERSHIP WEEKLY	9 FIRE DRILL 8th Period	10 COMMUNITY VISIONING 3:30	11 CARETAKER WEEKLY	12	13 HAPPY BIRTHDAY JESSICA SEKULSKI
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
15 PRESIDENT'S DAY (SCHOOL IS IN SESSION) LEADERSHIP WEEKLY	16 GIFTED MINDS PLC 3:30	17 COMMUNITY VISIONING 3:30	18 CARETAKER WEEKLY	19	20

KEY: **NO SCHOOL** **PROFESSIONAL LEARNING DAY** **BACKPACK DAY**

PRIMETIME SCHEDULES PHONE DIRECTORY EMERGENCY MANAGEMENT DISTRICT CALENDAR 2020-21 ACA BLOG PLATO COMPLETED SUB COVERAGE
[DLD-District Directory](#) [ACA NRG DASHBOARD](#) [Chromebook Assignments](#) [GIFTED MINDS DATA](#) [MASTER SCHEDULE 20-21](#) [NURSE REQ.](#)
[ASTRA THERAPY SCHEDULE](#) [ACA "SOP" BOX MONITORING](#) [THE GUIDEPOST](#) [SCM _Breakfast/Lunch Menus](#)

YOUR *story* IS YOUR *gift*. 📅

					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
22 LEADERSHIP WEEKLY	23	24 COMMUNITY VISIONING 3:30	25 CARETAKER WEEKLY	26	27

KEY: **NO SCHOOL** **PROFESSIONAL LEARNING DAY** **BACKPACK DAY**

PRIMETIME SCHEDULES PHONE DIRECTORY EMERGENCY MANAGEMENT DISTRICT CALENDAR 2020-21 ACA BLOG PLATO COMPLETED SUB COVERAGE
[DLD-District Directory](#) [ACA NRG DASHBOARD](#) [Chromebook Assignments](#) [GIFTED MINDS DATA](#) [MASTER SCHEDULE 20-21](#) [NURSE REQ.](#)
[ASTRA THERAPY SCHEDULE](#) [ACA "SOP" BOX MONITORING](#) [THE GUIDEPOST](#) [SCM _Breakfast/Lunch Menus](#)

Appendix C: Visioning



A COMPELLING VISION THE WHY

GUIDING QUESTIONS

1. WHAT IS OUR PURPOSE?
2. WHY DO WE EXIST AS A SCHOOL?
3. WHAT IS OUR PROBLEM?
4. WHAT WOULD THE WORLD BE LIKE WITHOUT THAT PROBLEM?
5. HOW MIGHT WE FIT INTO THE LARGER ECOSYSTEM OF OUR SCHOOL DISTRICT AND THE VISION?
6. WHY DO OR WHY SHOULD STUDENTS AND FAMILIES CHOOSE OUR SCHOOL OVER THE MANY OPTIONS THAT EXIST?

WHEN ANSWERING GUIDING QUESTIONS CONSIDER...

- ★ WHAT MAKES US UNIQUE? WHAT ABOUT OUR STUDENTS IS DIFFERENT?
- ★ WHAT MIGHT WE OFFER STUDENTS, STAFF, THE COMMUNITY THAT OTHER SCHOOLS DO NOT OR CAN NOT?

A VISION...

- ★ IS SHORT
- ★ STATES WHAT WE ARE TRYING TO ACHIEVE
- ★ OUTLINES HOW WE WILL ACHIEVE THIS
- ★ ALLOWS ACCESS TO ALL WITH AND MULTIPLE ENTRY POINTS
- ★ IS COMPELLING TO ALL

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CLEAR PRIORITIES THE HOW

VISION STATEMENT [INSERT HERE]

GUIDING QUESTIONS

1. HOW MIGHT WE STAY CONNECTED TO OUR VISION OVER TIME?
2. HOW MIGHT WE ENCOURAGE CONSISTENCY AND ARGUMENT TO THIS VISION?
3. FOR THE SAKE OF THIS VISION, WHAT MIGHT WE NEED TO SAY NO TO IN THE NEAR FUTURE? WHAT MIGHT WE NEED TO SAY YES TO IN THE NEAR FUTURE?
4. HOW MIGHT WE SEEK CLARITY WITH THIS VISION? WHO MIGHT NEED CLARITY? HOW WILL WE KNOW WHEN THEY HAVE CLARITY?

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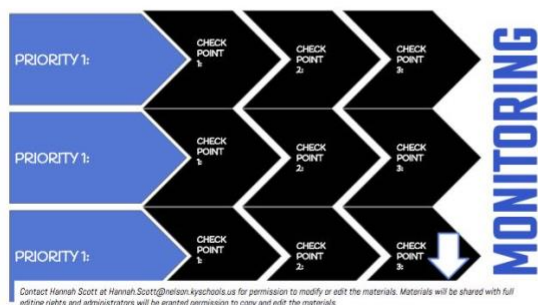
WHEN ANSWERING GUIDING QUESTIONS CONSIDER...

- ★ DO THEY ALIGN WITH OUR PURPOSE?
- ★ ARE THEY ETHICAL?
- ★ HOW MIGHT DATA BE COLLECTED IN MEANINGFUL WAY?
- ★ HOW IS THE DATA USED TO COURSE CORRECT?
- ★ WHAT RESPONSIBILITIES OR TASKS MIGHT NEED TO SHIFT OR GO AWAY TO ALLOW TEAM TO FOCUS ON THESE?
- ★ HOW MIGHT THESE BE COMMUNICATED?

PRIORITIES...

- ★ SPECIFIC
- ★ MEASURABLE
- ★ ALIGNED TO THE VISION
- ★ PROPEL YOU FORWARD IN TERMS OF THE VISION

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AUTONOMY & VISIONING

CONNECTING VISION & PRIORITIES TO COACHING

COACHING...

- ★ FOCUSES ON THE INDIVIDUAL (NOT THE ORGANIZATION) AND THE NEEDS/GROWTH THAT THEY HAVE IDENTIFIED OR THAT HAVE AROSE DURING COACHING CONVERSATIONS
- ★ SEPARATE FROM EVALUATION OF JOB PERFORMANCE (WHICH IS FOCUSED ON NEEDS OF ORGANIZATION)
- ★ FOSTERS ON DIVERGENT THINKING AND FACILITATES SELF-DIRECTED LEARNING

GUIDING QUESTIONS

1. HOW MIGHT WE CELEBRATE AND MAKE ROOM FOR THE TALENTS AND UNIQUE STRENGTHS OF INDIVIDUAL PEOPLE?
2. HOW MIGHT WE PROVIDE TEACHERS THE OPPORTUNITY TO ENGAGE IN WORKING AND PRIORITY THINKING FOR THEIR PRACTICES/COURSES WITH THE LARGER FRAMEWORK OF THE SCHOOL VISION AND PRIORITIES?
3. HOW MIGHT WE ENCOURAGE DIVERGENT THINKING, CREATIVITY AND RISK TAKING IN OUR TEACHERS INSTRUCTIONAL PLANNING?

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Appendix D: Want to get better at something? Get a Coach!

I don't come to you today as an expert. I come to you as someone who has been really interested in how I get better at what I do and how we all do. I think it's not just how good you are now, I think it's how good you're going to be that really matters.

I was visiting this birth center in the north of India. I was watching the birth attendants, and I realized I was witnessing in them an extreme form of this very struggle, which is how people improve in the face of complexity -- or don't. The women here are delivering in a region where the typical birth center has a one-in-20 death rate for the babies, and the moms are dying at a rate ten times higher than they do elsewhere. Now, we've known the critical practices that stop the big killers in birth for decades, and the thing about it is that even in this place -- in this place especially, the simplest things are not simple. We know for example you should wash hands and put on clean gloves, but here, the tap is in another room, and they don't have clean gloves. To reuse their gloves, they wash them in this basin of dilute bleach, but you can see there's still blood on the gloves from the last delivery. Ten percent of babies are born with difficulty breathing everywhere. We know what to do. You dry the baby with a clean cloth to stimulate them to breathe. If they don't start to breathe, you suction out their airways. And if that doesn't work, you give them breaths with the baby mask. But these are skills that they've learned mostly from textbooks, and that baby mask is broken.

In this one disturbing image for me is a picture that brings home just how dire the situation is. This is a baby 10 minutes after birth, and he's alive, but only just. No clean cloth, has not been dried, not warming skin to skin, an unsterile clamp across the cord. He's an infection waiting to happen, and he's losing his temperature by the minute. Successful child delivery requires a successful team of people. A whole team has to be skilled and coordinated; the nurses who do the deliveries in a place like this, the doctor who backs them up, the supply clerk who's responsible for 22 critical drugs and supplies being in stock and at the bedside, the medical officer in charge, responsible for the quality of the whole facility. The thing is they are all experienced professionals. I didn't meet anybody who hadn't been part of thousands of deliveries. But against the complexities that they face, they seem to be at their limits. They were not getting better anymore. It's how good you're going to be that really matters.

It presses on a fundamental question. How do professionals get better at what they do? How do they get great? And there are two views about this. One is the traditional pedagogical view. That is that you go to school, you study, you practice, you learn, you graduate, and then you go out into the world and you make your way on your

own. A professional is someone who is capable of managing their own improvement. That is the approach that virtually all professionals have learned by. That's how doctors learn, that's how lawyers do, scientists ... musicians. And the thing is, it works. Consider for example legendary Juilliard violin instructor Dorothy DeLay. She trained an amazing roster of violin virtuosos: Midori, Sarah Chang, Itzhak Perlman. Each of them came to her as young talents, and they worked with her over years. What she worked on most, she said, was inculcating in them habits of thinking and of learning so that they could make their way in the world without her when they were done.

Now, the contrasting view comes out of sports. And they say "You are never done, everybody needs a coach." Everyone. The greatest in the world needs a coach.

So I tried to think about this as a surgeon. Pay someone to come into my operating room, observe me and critique me. That seems absurd. Expertise means not needing to be coached.

So then which view is right? I learned that coaching came into sports as a very American idea. In 1875, Harvard and Yale played one of the very first American-rules football games. Yale hired a head coach; Harvard did not. The results? Over the next three decades, Harvard won just four times. Harvard hired a coach.

(Laughter)

And it became the way that sports works. But is it necessary then? Does it transfer into other fields?

I decided to ask, of all people, Itzhak Perlman. He had trained the Dorothy DeLay way and became arguably the greatest violinist of his generation. One of the beautiful things about getting to write for "The New Yorker" is I call people up, and they return my phone calls.

(Laughter)

And Perlman returned my phone call. So we ended up having an almost two-hour conversation about how he got to where he got in his career.

And I asked him, I said, "Why don't violinists have coaches?"

And he said, "I don't know, but I always had a coach."

"You always had a coach?"

"Oh yeah, my wife, Toby."

They had graduated together from Juilliard, and she had given up her job as a concert violinist to be his coach, sitting in the audience, observing him and giving him feedback.

"Itzhak, in that middle section, you know you sounded a little bit mechanical. What can you differently next time?" It was crucial to everything he became, he said.

Turns out there are numerous problems in making it on your own. You don't recognize the issues that are standing in your way or if you do, you don't necessarily know how to fix them. And the result is that somewhere along the way, you stop improving. And I thought about that, and I realized that was exactly what had happened to me as a surgeon.

I'd entered practice in 2003, and for the first several years, it was just this steady, upward improvement in my learning curve. I watched my complication rates drop from one year to the next. And after about five years, they leveled out. And a few more years after that, I realized I wasn't getting any better anymore. And I thought: "Is this as good as I'm going to get?"

So I thought a little more and I said ... "OK, I'll try a coach." So I asked a former professor of mine who had retired, his name is Bob Osteen, and he agreed to come to my operating room and observe me. The case -- I remember that first case. It went beautifully. I didn't think there would be anything much he'd have to say when we were done. Instead, he had a whole page dense with notes.

(Laughter)

"Just small things," he said.

(Laughter)

But it's the small things that matter. "Did you notice that the light had swung out of the wound during the case? You spent about half an hour just operating off the light from reflected surfaces." "Another thing I noticed," he said, "Your elbow goes up in the air every once in a while. That means you're not in full control. A surgeon's elbows should be down at their sides resting comfortably. So that means if you feel your elbow going in the air, you should get a different instrument, or just move your feet." It was a whole other level of awareness. And I had to think, you know, there was something fundamentally profound about this. He was describing what great coaches do, and what they do is they are your external eyes and ears, providing a

more accurate picture of your reality. They're recognizing the fundamentals. They're breaking your actions down and then helping you build them back up again. After two months of coaching, I felt myself getting better again. And after a year, I saw my complications drop down even further. It was painful. I didn't like being observed, and at times I didn't want to have to work on things. I also felt there were periods where I would get worse before I got better. But it made me realize that the coaches were onto something profoundly important.

In my other work, I lead a health systems innovation center called Ariadne Labs, where we work on problems in the delivery of health care, including global childbirth. As part of it, we had worked with the World Health Organization to devise a safe childbirth checklist. It lays out the fundamentals. It breaks down the fundamentals -- the critical actions a team needs to go through when a woman comes in in labor, when she's ready to push, when the baby is out, and then when the mom and baby are ready to go home. And we knew that just handing out a checklist wasn't going to change very much, and even just teaching it in the classroom wasn't necessarily going to be enough to get people to make the changes that you needed to bring it alive. And I thought on my experience and said, "What if we tried coaching? What if we tried coaching at a massive scale?"

We found some incredible partners, including the government of India, and we ran a trial there in 120 birth centers. In Uttar Pradesh, in India's largest state. Half of the centers basically we just observed, but the other half got visits from coaches. We trained an army of doctors and nurses like this one who learned to observe the care and also the managers and then help them build on their strengths and address their weaknesses. One of the skills for example they had to work on with people -- turned out to be fundamentally important -- was communication. Getting the nurses to practice speaking up when the baby mask is broken or the gloves are not in stock or someone's not washing their hands. And then getting others, including the managers, to practice listening. This small army of coaches ended up coaching 400 nurses and other birth attendants, and 100 physicians and managers. We tracked the results across 160,000 births.

The results ... in the control group you had -- and these are the ones who did not get coaching -- they delivered on only one-third of 18 basic practices that we were measuring. And most important was over the course of the years of study, we saw no improvement over time. The other folks got four months of coaching and then it tapered off over eight months, and we saw them increase to greater than two-thirds of the practices being delivered. It works. We could see the improvement in quality, and you could see it happen across a whole range of centers that suggested that coaching could be a whole line of way that we bring value to what we do. You can imagine the whole job category that could reach out in the world and that millions of people could fulfill.

We were clearly at the beginning of it, though, because there was still a distance to go. You have to put all of the checklist together to achieve the substantial reductions in mortality. But we began seeing the first places that were getting there, and this center was one of them because coaching helped them learn to execute on the fundamentals. And you could see it here.

This is a 23-year-old woman who had come in by ambulance, in labor with her third child. She broke her water in the triage area, so they brought her directly to the labor and delivery room, and then they ran through their checks. I put the time stamp on here so you could see how quickly all of this happens and how much more complicated that makes things. Within four minutes, they had taken the blood pressure, measured her pulse and also measured the heart rate of the baby. That meant that the blood pressure cuff and the fetal Doppler monitor, they were all there, and the nurse knew how to use them. The team was skilled and coordinated. The mom was doing great, the baby's heart rate was 143, which is normal. Eight minutes later, the intensity of the contractions picked up, so the nurse washed her hands, put on clean gloves, examined her and found that her cervix was fully dilated. The baby was ready to come. She then went straight over to do her next set of checks. All of the equipment, she worked her way through and made sure she had everything she needed at the bedside. The baby mask was there, the sterile towel, the sterile equipment that you needed. And then three minutes later, one push and that baby was out.

(Applause)

I was watching this delivery, and suddenly I realized that the mood in that room had changed. The nurse was looking at the community health worker who had come in with the woman because that baby did not seem to be alive. She was blue and floppy and not breathing. She would be one of that one-in-20. But the nurse kept going with her checkpoints. She dried that baby with a clean towel. And after a minute, when that didn't stimulate that baby, she ran to get the baby mask and the other one went to get the suction. She didn't have a mechanical suction because you could count on electricity, so she used a mouth suction, and within 20 seconds, she was clearing out that little girl's airways. And she got back a green, thick liquid, and within a minute of being able to do that and suctioning out over and over, that baby started to breathe.

(Applause)

Another minute and that baby was crying. And five minutes after that, she was pink and warming on her mother's chest, and that mother reached out to grab that nurse's hand, and they could all breathe.

I saw a team transformed because of coaching. And I saw at least one life saved because of it. We followed up with that mother a few months later. Mom and baby were doing great. The baby's name is Anshika. It means "beautiful." And she is what's possible when we really understand how people get better at what they do.

Thank you.

Appendix E: Personal Best

Personal Best

Top athletes and singers have coaches. Should you?

By [Atul Gawande](#)

September 26, 2011
The New Yorker

I've been a surgeon for eight years. For the past couple of them, my performance in the operating room has reached a plateau. I'd like to think it's a good thing—I've arrived at my professional peak. But mainly it seems as if I've just stopped getting better.



No matter how well trained people are, few can sustain their best performance on their own. That's where coaching comes in.

Illustration by Barry Blitt

During the first two or three years in practice, your skills seem to improve almost daily. It's not about hand-eye coordination—you have that down halfway through your residency. As one of my professors once explained, doing surgery is no more physically difficult than writing in cursive. Surgical mastery is about familiarity and judgment. You learn the problems that can occur during a particular procedure or with a particular condition, and you learn how to either prevent or respond to those problems.

Say you've got a patient who needs surgery for appendicitis. These days, surgeons will typically do a laparoscopic appendectomy. You slide a small camera—a laparoscope—into the abdomen through a quarter-inch incision near the belly button, insert a long grasper through an incision beneath the waistline, and push a device for stapling and cutting through an incision in the left lower abdomen. Use the grasper to pick up the finger-size appendix, fire the stapler across its base and across the vessels feeding it, drop the severed organ into a plastic bag, and pull it out. Close up, and you're done. That's how you like it to go, anyway. But often it doesn't.

Even before you start, you need to make some judgments. Unusual anatomy, severe obesity, or internal scars from previous abdominal surgery could make it difficult to get the camera in safely; you don't want to poke it into a loop of intestine. You have to decide which camera-insertion method to use—there's a range of options—or whether to abandon the high-tech approach and do the operation the traditional way, with a wide-open incision that lets you see everything directly. If you do get your camera and instruments inside, you may have trouble grasping the appendix. Infection turns it into a fat, bloody, inflamed worm that sticks to everything around it—bowel, blood vessels, an ovary, the pelvic sidewall—and to free it you have to choose from a variety of tools and techniques. You can use a long cotton-tipped instrument to try to push the surrounding attachments away. You can use electrocautery, a hook, a pair of scissors, a sharp-tip dissector, a blunt-tip dissector, a right-angle dissector, or a suction device. You can adjust the operating table so that the patient's head is down and his feet are up, allowing gravity to pull the viscera in the right direction. Or you can just grab whatever part of the appendix is visible and pull really hard.

Once you have the little organ in view, you may find that appendicitis was the wrong diagnosis. It might be a tumor of the appendix, Crohn's disease, or an ovarian condition that happened to have inflamed the nearby appendix. Then you'd have to decide whether you need additional equipment or personnel—maybe it's time to enlist another surgeon.

Over time, you learn how to head off problems, and, when you can't, you arrive at solutions with less fumbling and more assurance. After eight years, I've performed

more than two thousand operations. Three-quarters have involved my specialty, endocrine surgery—surgery for endocrine organs such as the thyroid, the parathyroid, and the adrenal glands. The rest have involved everything from simple biopsies to colon cancer. For my specialized cases, I've come to know most of the serious difficulties that could arise, and have worked out solutions. For the others, I've gained confidence in my ability to handle a wide range of situations, and to improvise when necessary.

As I went along, I compared my results against national data, and I began beating the averages. My rates of complications moved steadily lower and lower. And then, a couple of years ago, they didn't. It started to seem that the only direction things could go from here was the wrong one.

Maybe this is what happens when you turn forty-five. Surgery is, at least, a relatively late-peaking career. It's not like mathematics or baseball or pop music, where your best work is often behind you by the time you're thirty. Jobs that involve the complexities of people or nature seem to take the longest to master: the average age at which S. & P. 500 chief executive officers are hired is fifty-two, and the age of maximum productivity for geologists, one study estimated, is around fifty-four. Surgeons apparently fall somewhere between the extremes, requiring both physical stamina and the judgment that comes with experience. Apparently, I'd arrived at that middle point.

It wouldn't have been the first time I'd hit a plateau. I grew up in Ohio, and when I was in high school I hoped to become a serious tennis player. But I peaked at seventeen. That was the year that Danny Trevas and I climbed to the top tier for doubles in the Ohio Valley. I qualified to play singles in a couple of national tournaments, only to be smothered in the first round both times. The kids at that level were playing a different game than I was. At Stanford, where I went to college, the tennis team ranked No. 1 in the nation, and I had no chance of being picked. That meant spending the past twenty-five years trying to slow the steady decline of my game.

I still love getting out on the court on a warm summer day, swinging a racquet strung to fifty-six pounds of tension at a two-ounce felt-covered sphere, and trying for those increasingly elusive moments when my racquet feels like an extension of my arm, and my legs are putting me exactly where the ball is going to be. But I came to accept that I'd never be remotely as good as I was when I was seventeen. In the hope of not losing my game altogether, I play when I can. I often bring my racquet on trips, for instance, and look for time to squeeze in a match.

One July day a couple of years ago, when I was at a medical meeting in Nantucket, I had an afternoon free and went looking for someone to hit with. I found a local tennis club and asked if there was anyone who wanted to play. There wasn't. I saw that there was a ball machine, and I asked the club pro if I could use it to practice ground strokes. He told me that it was for members only. But I could pay for a lesson and hit with him.

He was in his early twenties, a recent graduate who'd played on his college team. We hit back and forth for a while. He went easy on me at first, and then started running me around. I served a few points, and the tennis coach in him came out. You know, he said, you could get more power from your serve.

I was dubious. My serve had always been the best part of my game. But I listened. He had me pay attention to my feet as I served, and I gradually recognized that my legs weren't really underneath me when I swung my racquet up into the air. My right leg dragged a few inches behind my body, reducing my power. With a few minutes of tinkering, he'd added at least ten miles an hour to my serve. I was serving harder than I ever had in my life.

Not long afterward, I watched Rafael Nadal play a tournament match on the Tennis Channel. The camera flashed to his coach, and the obvious struck me as interesting: even Rafael Nadal has a coach. Nearly every elite tennis player in the world does. Professional athletes use coaches to make sure they are as good as they can be.

But doctors don't. I'd paid to have a kid just out of college look at my serve. So why did I find it inconceivable to pay someone to come into my operating room and coach me on my surgical technique?

What we think of as coaching was, sports historians say, a distinctly American development. During the nineteenth century, Britain had the more avid sporting culture; its leisure classes went in for games like cricket, golf, and soccer. But the aristocratic origins produced an ethos of amateurism: you didn't want to seem to be trying too hard. For the Brits, coaching, even practicing, was, well, unsporting. In America, a more competitive and entrepreneurial spirit took hold. In 1875, Harvard and Yale played one of the nation's first American-rules football games. Yale soon employed a head coach for the team, the legendary Walter Camp. He established position coaches for individual player development, maintained detailed performance records for each player, and pre-planned every game. Harvard preferred the British approach to sports. In those first three decades, it beat Yale only four times.

The concept of a coach is slippery. Coaches are not teachers, but they teach. They're not your boss—in professional tennis, golf, and skating, the athlete hires and fires the

coach—but they can be bossy. They don’t even have to be good at the sport. The famous Olympic gymnastics coach Bela Karolyi couldn’t do a split if his life depended on it. Mainly, they observe, they judge, and they guide.

Coaches are like editors, another slippery invention. Consider Maxwell Perkins, the great Scribner’s editor, who found, nurtured, and published such writers as F. Scott Fitzgerald, Ernest Hemingway, and Thomas Wolfe. “Perkins has the intangible faculty of giving you confidence in yourself and the book you are writing,” one of his writers said in a *New Yorker* Profile from 1944. “He never tells you what to do,” another writer said. “Instead, he suggests to you, in an extraordinarily inarticulate fashion, what you want to do yourself.”

The coaching model is different from the traditional conception of pedagogy, where there’s a presumption that, after a certain point, the student no longer needs instruction. You graduate. You’re done. You can go the rest of the way yourself. This is how elite musicians are taught. Barbara Lourie Sand’s book “Teaching Genius” describes the methods of the legendary Juilliard violin instructor Dorothy DeLay. DeLay was a Perkins-like figure who trained an amazing roster of late-twentieth-century virtuosos, including Itzhak Perlman, Nigel Kennedy, Midori, and Sarah Chang. They came to the Juilliard School at a young age—usually after they’d demonstrated talent but reached the limits of what local teachers could offer. They studied with DeLay for a number of years, and then they graduated, launched like ships leaving drydock. She saw her role as preparing them to make their way without her.

Itzhak Perlman, for instance, arrived at Juilliard, in 1959, at the age of thirteen, and studied there for eight years, working with both DeLay and Ivan Galamian, another revered instructor. Among the key things he learned were discipline, a broad repertoire, and the exigencies of technique. “All DeLay’s students, big or little, have to do their scales, their arpeggios, their études, their Bach, their concertos, and so on,” Sand writes. “By the time they reach their teens, they are expected to be practicing a minimum of five hours a day.” DeLay also taught them to try new and difficult things, to perform without fear. She expanded their sense of possibility. Perlman, disabled by polio, couldn’t play the violin standing, and DeLay was one of the few who were convinced that he could have a concert career. DeLay was, her biographer observed, “basically in the business of teaching her pupils how to think, and to trust their ability to do so effectively.” Musical expertise meant not needing to be coached.

Doctors understand expertise in the same way. Knowledge of disease and the science of treatment are always evolving. We have to keep developing our capabilities and avoid falling behind. So the training inculcates an ethic of perfectionism. Expertise is

thought to be not a static condition but one that doctors must build and sustain for themselves.

Coaching in pro sports proceeds from a starkly different premise: it considers the teaching model naïve about our human capacity for self-perfection. It holds that, no matter how well prepared people are in their formative years, few can achieve and maintain their best performance on their own. One of these views, it seemed to me, had to be wrong. So I called Itzhak Perlman to find out what he thought.

I asked him why concert violinists didn't have coaches, the way top athletes did. He said that he didn't know, but that it had always seemed a mistake to him. He had enjoyed the services of a coach all along.

He had a coach? "I was very, very lucky," Perlman said. His wife, Toby, whom he'd known at Juilliard, was a concert-level violinist, and he'd relied on her for the past forty years. "The great challenge in performing is listening to yourself," he said. "Your physicality, the sensation that you have as you play the violin, interferes with your accuracy of listening." What violinists perceive is often quite different from what audiences perceive.

"My wife always says that I don't really know how I play," he told me. "She is an extra ear." She'd tell him if a passage was too fast or too tight or too mechanical—if there was something that needed fixing. Sometimes she has had to puzzle out what might be wrong, asking another expert to describe what she heard as he played.

Her ear provided external judgment. "She is very tough, and that's what I like about it," Perlman says. He doesn't always trust his response when he listens to recordings of his performances. He might think something sounds awful, and then realize he was mistaken: "There is a variation in the ability to listen, as well, I've found." He didn't know if other instrumentalists relied on coaching, but he suspected that many find help like he did. Vocalists, he pointed out, employ voice coaches throughout their careers.

The professional singers I spoke to describe their coaches in nearly identical terms. "We refer to them as our 'outside ears,'" the great soprano Renée Fleming told me. "The voice is so mysterious and fragile. It's mostly involuntary muscles that fuel the instrument. What we hear as we are singing is not what the audience hears." When she's preparing for a concert, she practices with her vocal coach for ninety minutes or so several times a week. "Our voices are very limited in the amount of time we can use them," she explains. After they've put in the hours to attain professional status, she said, singers have about twenty or thirty years to achieve something near their

best, and then to sustain that level. For Fleming, “outside ears” have been invaluable at every point.

So outside ears, and eyes, are important for concert-calibre musicians and Olympic-level athletes. What about regular professionals, who just want to do what they do as well as they can? I talked to Jim Knight about this. He is the director of the Kansas Coaching Project, at the University of Kansas. He teaches coaching—for schoolteachers. For decades, research has confirmed that the big factor in determining how much students learn is not class size or the extent of standardized testing but the quality of their teachers. Policymakers have pushed mostly carrot-and-stick remedies: firing underperforming teachers, giving merit pay to high performers, penalizing schools with poor student test scores. People like Jim Knight think we should push coaching.

California researchers in the early nineteen-eighties conducted a five-year study of teacher-skill development in eighty schools, and noticed something interesting. Workshops led teachers to use new skills in the classroom only ten per cent of the time. Even when a practice session with demonstrations and personal feedback was added, fewer than twenty per cent made the change. But when coaching was introduced—when a colleague watched them try the new skills in their own classroom and provided suggestions—adoption rates passed ninety per cent. A spate of small randomized trials confirmed the effect. Coached teachers were more effective, and their students did better on tests.

Knight experienced it himself. Two decades ago, he was trying to teach writing to students at a community college in Toronto, and floundering. He studied techniques for teaching students how to write coherent sentences and organize their paragraphs. But he didn’t get anywhere until a colleague came into the classroom and coached him through the changes he was trying to make. He won an award for innovation in teaching, and eventually wrote a Ph.D. dissertation at the University of Kansas on measures to improve pedagogy. Then he got funding to train coaches for every school in Topeka, and he has been expanding his program ever since. Coaching programs have now spread to hundreds of school districts across the country.

There have been encouraging early results, but the data haven’t yet been analyzed on a large scale. One thing that seems clear, though, is that not all coaches are effective. I asked Knight to show me what makes for good coaching.

We met early one May morning at Leslie H. Walton Middle School, in Albemarle County, Virginia. In 2009, the Albemarle County public schools created an instructional-coaching program, based in part on Knight’s methods. It recruited twenty-four teacher coaches for the twenty-seven schools in the semi-rural district.

(Charlottesville is the county seat, but it runs a separate school district.) Many teacher-coaching programs concentrate on newer teachers, and this one is no exception. All teachers in their first two years are required to accept a coach, but the program also offers coaching to any teacher who wants it.

Not everyone has. Researchers from the University of Virginia found that many teachers see no need for coaching. Others hate the idea of being observed in the classroom, or fear that using a coach makes them look incompetent, or are convinced, despite assurances, that the coaches are reporting their evaluations to the principal. And some are skeptical that the school's particular coaches would be of any use.

To find its coaches, the program took applications from any teachers in the system who were willing to cross over to the back of the classroom for a couple of years and teach colleagues instead of students. They were selected for their skills with people, and they studied the methods developed by Knight and others. But they did not necessarily have any special expertise in a content area, like math or science. The coaches assigned to Walton Middle School were John Hobson, a bushy-bearded high-school history teacher who was just thirty-three years old when he started but had been a successful baseball and tennis coach, and Diane Harding, a teacher who had two decades of experience but had spent the previous seven years out of the classroom, serving as a technology specialist.

Nonetheless, many veteran teachers—including some of the best—signed up to let the outsiders in. Jennie Critzer, an eighth-grade math teacher, was one of those teachers, and we descended on her first-period algebra class as a small troupe—Jim Knight, me, and both coaches. (The school seemed eager to have me see what both do.)

After the students found their seats—some had to search a little, because Critzer had scrambled the assigned seating, as she often does, to “keep things fresh”—she got to work. She had been a math teacher at Walton Middle School for ten years. She taught three ninety-minute classes a day with anywhere from twenty to thirty students. And she had every class structured down to the minute.

Today, she said, they would be learning how to simplify radicals. She had already put a “Do Now” problem on the whiteboard: “Simplify $\sqrt{36}$ and $\sqrt{32}$.” She gave the kids three minutes to get as far as they could, and walked the rows of desks with a white egg timer in her hand as the students went at it. With her blond pigtails, purple striped sack dress, flip-flops, and painted toenails, each a different color, she looked like a graduate student headed to a beach party. But she carried herself with an air of easy command. The timer sounded.

For thirty seconds, she had the students compare their results with those of the partner next to them. Then she called on a student at random for the first problem, the simplified form of $\sqrt{36}$. “Six,” the girl said.

“Stand up if you got six,” Critzer said. Everyone stood up.

She turned to the harder problem of simplifying $\sqrt{32}$. No one got the answer, $4\sqrt{2}$. It was a middle-level algebra class; the kids didn’t have a lot of confidence when it came to math. Yet her job was to hold their attention and get them to grasp and apply three highly abstract concepts—the concepts of radicals, of perfect squares, and of factoring. In the course of one class, she did just that.

She set a clear goal, announcing that by the end of class the students would know how to write numbers like $\sqrt{32}$ in a simplified form without using a decimal or a fraction. Then she broke the task into steps. She had the students punch $\sqrt{32}$ into their calculators and see what number they got (5.66). She had them try explaining to their partner how whole numbers differed from decimals. (“Thirty seconds, everyone.”) She had them write down other numbers whose square root was a whole number. She made them visualize, verbalize, and write the idea. Soon, they’d figured out how to find the factors of the number under the radical sign, and then how to move factors from under the radical sign to outside the radical sign.

Toward the end, she had her students try simplifying $\sqrt{20}$. They had one minute. One of the boys who’d looked alternately baffled and distracted for the first half of class hunched over his notebook scratching out an answer with his pencil. “This is so easy now,” he announced.

I told the coaches that I didn’t see how Critzer could have done better. They said that every teacher has something to work on. It could involve student behavior, or class preparation, or time management, or any number of other things. The coaches let the teachers choose the direction for coaching. They usually know better than anyone what their difficulties are.

Critzer’s concern for the last quarter of the school year was whether her students were effectively engaged and learning the material they needed for the state tests. So that’s what her coaches focused on. Knight teaches coaches to observe a few specifics: whether the teacher has an effective plan for instruction; how many students are engaged in the material; whether they interact respectfully; whether they engage in high-level conversations; whether they understand how they are progressing, or failing to progress.

Novice teachers often struggle with the basic behavioral issues. Hobson told me of one such teacher, whose students included a hugely disruptive boy. Hobson took her to observe the boy in another teacher's classroom, where he behaved like a prince. Only then did the teacher see that her style was the problem. She let students speak—and shout, and interrupt—without raising their hands, and go to the bathroom without asking. Then she got angry when things got out of control.

Jennie Critzer had no trouble maintaining classroom discipline, and she skillfully used a variety of what teachers call “learning structures”—lecturing, problem-solving, cooperative learning, discussion. But the coaches weren't convinced that she was getting the best results. Of twenty kids, they noticed, at least four seemed at sea.

Good coaches know how to break down performance into its critical individual components. In sports, coaches focus on mechanics, conditioning, and strategy, and have ways to break each of those down, in turn. The U.C.L.A. basketball coach John Wooden, at the first squad meeting each season, even had his players practice putting their socks on. He demonstrated just how to do it: he carefully rolled each sock over his toes, up his foot, around the heel, and pulled it up snug, then went back to his toes and smoothed out the material along the sock's length, making sure there were no wrinkles or creases. He had two purposes in doing this. First, wrinkles cause blisters. Blisters cost games. Second, he wanted his players to learn how crucial seemingly trivial details could be. “Details create success” was the creed of a coach who won ten N.C.A.A. men's basketball championships.

At Walton Middle School, Hobson and Harding thought that Critzer should pay close attention to the details of how she used cooperative learning. When she paired the kids off, they observed, most struggled with having a “math conversation.” The worst pairs had a girl with a boy. One boy-girl pair had been unable to talk at all.

Élite performers, researchers say, must engage in “deliberate practice”—sustained, mindful efforts to develop the full range of abilities that success requires. You have to work at what you're not good at. In theory, people can do this themselves. But most people do not know where to start or how to proceed. Expertise, as the formula goes, requires going from unconscious incompetence to conscious incompetence to conscious competence and finally to unconscious competence. The coach provides the outside eyes and ears, and makes you aware of where you're falling short. This is tricky. Human beings resist exposure and critique; our brains are well defended. So coaches use a variety of approaches—showing what other, respected colleagues do, for instance, or reviewing videos of the subject's performance. The most common, however, is just conversation.

At lunchtime, Critzer and her coaches sat down at a table in the empty school library. Hobson took the lead. “What worked?” he asked.

Critzer said she had been trying to increase the time that students spend on independent practice during classes, and she thought she was doing a good job. She was also trying to “break the plane” more—get out from in front of the whiteboard and walk among the students—and that was working nicely. But she knew the next question, and posed it herself: “So what didn’t go well?” She noticed one girl who “clearly wasn’t getting it.” But at the time she hadn’t been sure what to do.

“How could you help her?” Hobson asked.

She thought for a moment. “I would need to break the concept down for her more,” she said. “I’ll bring her in during the fifth block.”

“What else did you notice?”

“My second class has thirty kids but was more forthcoming. It was actually easier to teach than the first class. This group is less verbal.” Her answer gave the coaches the opening they wanted. They mentioned the trouble students had with their math conversations, and the girl-boy pair who didn’t talk at all. “How could you help them be more verbal?”

Critzer was stumped. Everyone was. The table fell silent. Then Harding had an idea. “How about putting key math words on the board for them to use—like ‘factoring,’ ‘perfect square,’ ‘radical’?” she said. “They could even record the math words they used in their discussion.” Critzer liked the suggestion. It was something to try.

For half an hour, they worked through the fine points of the observation and formulated plans for what she could practice next. Critzer sat at a short end of the table chatting, the coaches at the long end beside her, Harding leaning toward her on an elbow, Hobson fingering his beard. They looked like three colleagues on a lunch break—which, Knight later explained, was part of what made the two coaches effective.

He had seen enough coaching to break even their performance down into its components. Good coaches, he said, speak with credibility, make a personal connection, and focus little on themselves. Hobson and Harding “listened more than they talked,” Knight said. “They were one hundred per cent present in the conversation.” They also parceled out their observations carefully. “It’s not a normal way of communicating—watching what your words are doing,” he said. They had discomfiting information to convey, and they did it directly but respectfully.

I asked Critzer if she liked the coaching. “I do,” she said. “It works with my personality. I’m very self-critical. So I grabbed a coach from the beginning.” She had been concerned for a while about how to do a better job engaging her kids. “So many things have to come together. I’d exhausted everything I knew to improve.”

She told me that she had begun to burn out. “I felt really isolated, too,” she said. Coaching had changed that. “My stress level is a lot less now.” That might have been the best news for the students. They kept a great teacher, and saw her get better. “The coaching has definitely changed how satisfying teaching is,” she said.

I decided to try a coach. I called Robert Osteen, a retired general surgeon, whom I trained under during my residency, to see if he might consider the idea. He’s one of the surgeons I most hoped to emulate in my career. His operations were swift without seeming hurried and elegant without seeming showy. He was calm. I never once saw him lose his temper. He had a plan for every circumstance. He had impeccable judgment. And his patients had unusually few complications.

He specialized in surgery for tumors of the pancreas, liver, stomach, esophagus, colon, breast, and other organs. One test of a cancer surgeon is knowing when surgery is pointless and when to forge ahead. Osteen never hemmed or hawed, or pushed too far. “Can’t be done,” he’d say upon getting a patient’s abdomen open and discovering a tumor to be more invasive than expected. And, without a pause for lament, he’d begin closing up again.

Year after year, the senior residents chose him for their annual teaching award. He was an unusual teacher. He never quite told you what to do. As an intern, I did my first splenectomy with him. He did not draw the skin incision to be made with the sterile marking pen the way the other professors did. He just stood there, waiting. Finally, I took the pen, put the felt tip on the skin somewhere, and looked up at him to see if I could make out a glimmer of approval or disapproval. He gave me nothing. I drew a line down the patient’s middle, from just below the sternum to just above the navel.

“Is that really where you want it?” he said. Osteen’s voice was a low, car-engine growl, tinged with the accent of his boyhood in Savannah, Georgia, and it took me a couple of years to realize that it was not his voice that scared me but his questions. He was invariably trying to get residents to think—to think like surgeons—and his questions exposed how much we had to learn.

“Yes,” I answered. We proceeded with the operation. Ten minutes into the case, it became obvious that I’d made the incision too small to expose the spleen. “I should

have taken the incision down below the navel, huh?” He grunted in the affirmative, and we stopped to extend the incision.

I reached Osteen at his summer home, on Buzzards Bay. He was enjoying retirement. He spent time with his grandchildren and travelled, and, having been an avid sailor all his life, he had just finished writing a book on nineteenth-century naval mapmaking. He didn’t miss operating, but one day a week he held a teaching conference for residents and medical students. When I explained the experiment I wanted to try, he was game.

He came to my operating room one morning and stood silently observing from a step stool set back a few feet from the table. He scribbled in a notepad and changed position once in a while, looking over the anesthesia drape or watching from behind me. I was initially self-conscious about being observed by my former teacher. But I was doing an operation—a thyroidectomy for a patient with a cancerous nodule—that I had done around a thousand times, more times than I’ve been to the movies. I was quickly absorbed in the flow of it—the symphony of coordinated movement between me and my surgical assistant, a senior resident, across the table from me, and the surgical technician to my side.

The case went beautifully. The cancer had not spread beyond the thyroid, and, in eighty-six minutes, we removed the fleshy, butterfly-shaped organ, carefully detaching it from the trachea and from the nerves to the vocal cords. Osteen had rarely done this operation when he was practicing, and I wondered whether he would find anything useful to tell me.

We sat in the surgeons’ lounge afterward. He saw only small things, he said, but, if I were trying to keep a problem from happening even once in my next hundred operations, it’s the small things I had to worry about. He noticed that I’d positioned and draped the patient perfectly for me, standing on his left side, but not for anyone else. The draping hemmed in the surgical assistant across the table on the patient’s right side, restricting his left arm, and hampering his ability to pull the wound upward. At one point in the operation, we found ourselves struggling to see up high enough in the neck on that side. The draping also pushed the medical student off to the surgical assistant’s right, where he couldn’t help at all. I should have made more room to the left, which would have allowed the student to hold the retractor and freed the surgical assistant’s left hand.

Osteen also asked me to pay more attention to my elbows. At various points during the operation, he observed, my right elbow rose to the level of my shoulder, on occasion higher. “You cannot achieve precision with your elbow in the air,” he said. A surgeon’s elbows should be loose and down by his sides. “When you are tempted

to raise your elbow, that means you need to either move your feet”—because you’re standing in the wrong position— “or choose a different instrument.”

He had a whole list of observations like this. His notepad was dense with small print. I operate with magnifying loupes and wasn’t aware how much this restricted my peripheral vision. I never noticed, for example, that at one point the patient had blood-pressure problems, which the anesthesiologist was monitoring. Nor did I realize that, for about half an hour, the operating light drifted out of the wound; I was operating with light from reflected surfaces. Osteen pointed out that the instruments I’d chosen for holding the incision open had got tangled up, wasting time.

That one twenty-minute discussion gave me more to consider and work on than I’d had in the past five years. It had been strange and more than a little awkward having to explain to the surgical team why Osteen was spending the morning with us. “He’s here to coach me,” I’d said. Yet the stranger thing, it occurred to me, was that no senior colleague had come to observe me in the eight years since I’d established my surgical practice. Like most work, medical practice is largely unseen by anyone who might raise one’s sights. I’d had no outside ears and eyes.

Osteen has continued to coach me in the months since that experiment. I take his observations, work on them for a few weeks, and then get together with him again. The mechanics of the interaction are still evolving. Surgical performance begins well before the operating room, with the choice made in the clinic of whether to operate in the first place. Osteen and I have spent time examining the way I plan before surgery. I’ve also begun taking time to do something I’d rarely done before—watch other colleagues operate in order to gather ideas about what I could do.

A former colleague at my hospital, the cancer surgeon Caprice Greenberg, has become a pioneer in using video in the operating room. She had the idea that routine, high-quality video recordings of operations could enable us to figure out why some patients fare better than others. If we learned what techniques made the difference, we could even try to coach for them. The work is still in its early stages. So far, a handful of surgeons have had their operations taped, and begun reviewing them with a colleague.

I was one of the surgeons who got to try it. It was like going over a game tape. One rainy afternoon, I brought my laptop to Osteen’s kitchen, and we watched a recording of another thyroidectomy I’d performed. Three video pictures of the operation streamed on the screen—one from a camera in the operating light, one from a wide-angle room camera, and one with the feed from the anesthesia monitor. A boom microphone picked up the sound.

Osteen liked how I'd changed the patient's positioning and draping. "See? Right there!" He pointed at the screen. "The assistant is able to help you now." At one point, the light drifted out of the wound and we watched to see how long it took me to realize I'd lost direct illumination: four minutes, instead of half an hour.

"Good," he said. "You're paying more attention."

He had new pointers for me. He wanted me to let the residents struggle thirty seconds more when I asked them to help with a task. I tended to give them precise instructions as soon as progress slowed. "No, use the DeBakey forceps," I'd say, or "Move the retractor first." Osteen's advice: "Get them to think." It's the only way people learn.

And together we identified a critical step in a thyroidectomy to work on: finding and preserving the parathyroid glands—four fatty glands the size of a yellow split pea that sit on the surface of the thyroid gland and are crucial for regulating a person's calcium levels. The rate at which my patients suffered permanent injury to those little organs had been hovering at two per cent. He wanted me to try lowering the risk further by finding the glands earlier in the operation.

Since I have taken on a coach, my complication rate has gone down. It's too soon to know for sure whether that's not random, but it seems real. I know that I'm learning again. I can't say that every surgeon needs a coach to do his or her best work, but I've discovered that I do.

Coaching has become a fad in recent years. There are leadership coaches, executive coaches, life coaches, and college-application coaches. Search the Internet, and you'll find that there's even Twitter coaching. ("Would you like to learn how to get new customers/clients, make valuable business contacts, and increase your revenue using Twitter? Then this Twitter coaching package is perfect for you"—at about eight hundred dollars for a few hour-long Skype sessions and some e-mail consultation.) Self-improvement has always found a ready market, and most of what's on offer is simply one-on-one instruction to get amateurs through the essentials. It's teaching with a trendier name. Coaching aimed at improving the performance of people who are already professionals is less usual. It's also riskier: bad coaching can make people worse.

The world-famous high jumper Dick Fosbury, for instance, developed his revolutionary technique—known as the Fosbury Flop—in defiance of his coaches. They wanted him to stick to the time-honored straddle method of going over the high bar leg first, face down. He instinctively wanted to go over head first, back down. It was only by perfecting his odd technique on his own that Fosbury won the gold

medal at the 1968 Mexico City Olympics, setting a new record on worldwide television, and reinventing high-jumping overnight.

Renée Fleming told me that when her original voice coach died, ten years ago, she was nervous about replacing her. She wanted outside ears, but they couldn't be just anybody's. "At my stage, when you're at my level, you don't really want to go to a new person who might mess things up," she said. "Somebody might say, 'You know, you've been singing that way for a long time, but why don't you try this?' If you lose your path, sometimes you can't find your way back, and then you lose your confidence onstage and it really is just downhill."

The sort of coaching that fosters effective innovation and judgment, not merely the replication of technique, may not be so easy to cultivate. Yet modern society increasingly depends on ordinary people taking responsibility for doing extraordinary things: operating inside people's bodies, teaching eighth graders algebraic concepts that Euclid would have struggled with, building a highway through a mountain, constructing a wireless computer network across a state, running a factory, reducing a city's crime rate. In the absence of guidance, how many people can do such complex tasks at the level we require? With a diploma, a few will achieve sustained mastery; with a good coach, many could. We treat guidance for professionals as a luxury—you can guess what gets cut first when school-district budgets are slashed. But coaching may prove essential to the success of modern society.

There was a moment in sports when employing a coach was unimaginable—and then came a time when not doing so was unimaginable. We care about results in sports, and if we care half as much about results in schools and in hospitals we may reach the same conclusion. Local health systems may need to go the way of the Albemarle school district. We could create coaching programs not only for surgeons but for other doctors, too—internists aiming to sharpen their diagnostic skills, cardiologists aiming to improve their heart-attack outcomes, and all of us who have to figure out ways to use our resources more efficiently. In the past year, I've thought nothing of asking my hospital to spend some hundred thousand dollars to upgrade the surgical equipment I use, in the vague hope of giving me finer precision and reducing complications. Avoiding just one major complication saves, on average, fourteen thousand dollars in medical costs—not to mention harm to a human being. So it seems worth it. But the three or four hours I've spent with Osteen each month have almost certainly added more to my capabilities than any of this.

Talk about medical progress, and people think about technology. We await every new cancer drug as if it will be our salvation. We dream of personalized genomics, vaccines against heart disease, and the unfathomed efficiencies from information technology. I would never deny the potential value of such breakthroughs. My teen-

age son was spared high-risk aortic surgery a couple of years ago by a brief stent procedure that didn't exist when he was born. But the capabilities of doctors matter every bit as much as the technology. This is true of all professions. What ultimately makes the difference is how well people use technology. We have devoted disastrously little attention to fostering those abilities.

A determined effort to introduce coaching could change this. Making sure that the benefits exceed the cost will take work, to be sure. So will finding coaches—though, with the growing pool of retirees, we may already have a ready reserve of accumulated experience and know-how. The greatest difficulty, though, may simply be a profession's willingness to accept the idea. The prospect of coaching forces awkward questions about how we regard failure. I thought about this after another case of mine that Bob Osteen came to observe. It didn't go so well.

The patient was a woman with a large tumor in the adrenal gland atop her right kidney, and I had decided to remove it using a laparoscope. Some surgeons might have questioned this decision. When adrenal tumors get to be a certain size, they can't be removed laparoscopically—you have to do a traditional, open operation and get your hands inside. I persisted, though, and soon had cause for regret. Working my way around this tumor with a ten-millimeter camera on the end of a foot-and-a-half-long wand was like trying to find my way around a mountain with a penlight. I continued with my folly too long, and caused bleeding in a blind spot. The team had to give her a blood transfusion while I opened her belly wide and did the traditional operation.

Osteen watched, silent and blank-faced the entire time, taking notes. My cheeks burned; I was mortified. I wished I'd never asked him along. I tried to be rational about the situation—the patient did fine. But I had let Osteen see my judgment fail; I'd let him see that I may not be who I want to be.

This is why it will never be easy to submit to coaching, especially for those who are well along in their career. I'm ostensibly an expert. I'd finished long ago with the days of being tested and observed. I am supposed to be past needing such things. Why should I expose myself to scrutiny and fault-finding?

I have spoken to other surgeons about the idea. "Oh, I can think of a few people who could use some coaching" has been a common reaction. Not many say, "Man, could I use a coach!" Once, I wouldn't have, either.

Osteen and I sat together after the operation and broke the case down, weighing the decisions I'd made at various points. He focused on what I thought went well and what I thought didn't. He wasn't sure what I ought to have done differently, he said.

But he asked me to think harder about the anatomy of the attachments holding the tumor in.

“You seemed to have trouble keeping the tissue on tension,” he said. He was right. You can’t free a tumor unless you can lift and hold taut the tissue planes you need to dissect through. Early on, when it had become apparent that I couldn’t see the planes clearly, I could have switched to the open procedure before my poking around caused bleeding. Thinking back, however, I also realized that there was another maneuver I could have tried that might have let me hold the key attachments on tension, and maybe even freed the tumor.

“Most surgery is done in your head,” Osteen likes to say. Your performance is not determined by where you stand or where your elbow goes. It’s determined by where you decide to stand, where you decide to put your elbow. I knew that he could drive me to make smarter decisions, but that afternoon I recognized the price: exposure.

For society, too, there are uncomfortable difficulties: we may not be ready to accept—or pay for—a cadre of people who identify the flaws in the professionals upon whom we rely, and yet hold in confidence what they see. Coaching done well may be the most effective intervention designed for human performance. Yet the allegiance of coaches is to the people they work with; their success depends on it. And the existence of a coach requires an acknowledgment that even expert practitioners have significant room for improvement. Are we ready to confront this fact when we’re in their care?

“Who’s that?” a patient asked me as she awaited anesthesia and noticed Osteen standing off to the side of the operating room, notebook in hand.

I was flummoxed for a moment. He wasn’t a student or a visiting professor. Calling him “an observer” didn’t sound quite right, either.

“He’s a colleague,” I said. “I asked him along to observe and see if he saw things I could improve.”

The patient gave me a look that was somewhere between puzzlement and alarm.

“He’s like a coach,” I finally said.

She did not seem reassured. ♦

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[Atul Gawande](#), a surgeon and a public-health researcher, was a member of the Biden-Harris Transition COVID-19 Advisory Board. His books include “[Being Mortal](#)” and “[The Checklist Manifesto](#).”

Appendix F: The Making of an Expert

MANAGING PEOPLE

The Making of an Expert

by K. Anders Ericsson, Michael J. Prietula and Edward T. Cokely

From the July–August 2007 Issue

Thirty years ago, two Hungarian educators, László and Klara Polgár, decided to challenge the popular assumption that women don't succeed in areas requiring spatial thinking, such as chess. They wanted to make a point about the power of education. The Polgárs homeschooled their three daughters, and as part of their education the girls started playing chess with their parents at a very young age. Their systematic training and daily practice paid off. By 2000, all three daughters had been ranked in the top ten female players in the world. The youngest, Judit, had become a grand master at age 15, breaking the previous record for the youngest person to earn that title, held by Bobby Fischer, by a month. Today Judit is one of the world's top players and has defeated almost all the best male players.

It's not only assumptions about gender differences in expertise that have started to crumble. Back in 1985, Benjamin Bloom, a professor of education at the University of Chicago, published a landmark book, *Developing Talent in Young People*, which examined the critical factors that contribute to talent. He took a deep retrospective look at the childhoods of 120 elite performers who had won international competitions or awards in fields ranging from music and the arts to mathematics and neurology. Surprisingly, Bloom's work found no early indicators that could have predicted the virtuosos' success. Subsequent research indicating that there is no correlation between IQ and expert performance in fields such as chess, music, sports, and medicine has borne out his findings. The only innate differences that turn out to be significant—and they matter primarily in sports—are height and body size.

So what does correlate with success? One thing emerges very clearly from Bloom's work: All the superb performers he investigated had practiced intensively, had studied with devoted teachers, and had been supported enthusiastically by their families throughout their developing years. Later research building on Bloom's pioneering study revealed that the amount and quality of practice were key factors in the level of expertise people achieved. Consistently and overwhelmingly, the evidence showed that experts are always made, not born. These conclusions are based on rigorous research that looked at exceptional performance using scientific methods that are

verifiable and reproducible. Most of these studies were compiled in *The Cambridge Handbook of Expertise and Expert Performance*, published last year by Cambridge University Press and edited by K. Anders Ericsson, one of the authors of this article. The 900-page-plus handbook includes contributions from more than 100 leading scientists who have studied expertise and top performance in a wide variety of domains: surgery, acting, chess, writing, computer programming, ballet, music, aviation, firefighting, and many others.

Consistently and overwhelmingly, the evidence showed that experts are always made, not born.

The journey to truly superior performance is neither for the faint of heart nor for the impatient. The development of genuine expertise requires struggle, sacrifice, and honest, often painful self-assessment. There are no shortcuts. It will take you at least a decade to achieve expertise, and you will need to invest that time wisely, by engaging in “deliberate” practice—practice that focuses on tasks beyond your current level of competence and comfort. You will need a well-informed coach not only to guide you through deliberate practice but also to help you learn how to coach yourself. Above all, if you want to achieve top performance as a manager and a leader, you’ve got to forget the folklore about genius that makes many people think they cannot take a scientific approach to developing expertise. We are here to help you explode those myths.

Let’s begin our story with a little wine.

What Is an Expert?

In 1976, a fascinating event referred to as the “Judgment of Paris” took place. An English-owned wineshop in Paris organized a blind tasting in which nine French wine experts rated French and California wines—ten whites and ten reds. The results shocked the wine world: California wines received the highest scores from the panel. Even more surprising, during the tasting the experts often mistook the American wines for French wines and vice versa.

Two assumptions were challenged that day. The first was the hitherto unquestioned superiority of French wines over American ones. But it was the challenge to the second—the assumption that the judges genuinely possessed elite knowledge of wine—that was more interesting and revolutionary. The tasting suggested that the alleged wine experts were no more accurate in distinguishing wines under blind test conditions than regular wine drinkers—a fact later confirmed by our laboratory tests.

Current research has revealed many other fields where there is no scientific evidence that supposed expertise leads to superior performance. One study showed that

psychotherapists with advanced degrees and decades of experience aren't reliably more successful in their treatment of randomly assigned patients than novice therapists with just three months of training are. There are even examples of expertise seeming to decline with experience. The longer physicians have been out of training, for example, the less able they are to identify unusual diseases of the lungs or heart. Because they encounter these illnesses so rarely, doctors quickly forget their characteristic features and have difficulty diagnosing them. Performance picks up only after the doctors undergo a refresher course.

How, then, can you tell when you're dealing with a genuine expert? Real expertise must pass three tests. First, it must lead to performance that is consistently superior to that of the expert's peers. Second, real expertise produces concrete results. Brain surgeons, for example, not only must be skillful with their scalpels but also must have successful outcomes with their patients. A chess player must be able to win matches in tournaments. Finally, true expertise can be replicated and measured in the lab. As the British scientist Lord Kelvin stated, "If you cannot measure it, you cannot improve it."

Skill in some fields, such as sports, is easy to measure. Competitions are standardized so that everyone competes in a similar environment. All competitors have the same start and finish lines, so that everyone can agree on who came in first. That standardization permits comparisons among individuals over time, and it's certainly possible in business as well. In the early days of Wal-Mart, for instance, Sam Walton arranged competitions among store managers to identify those whose stores had the highest profitability. Each store in the Nordstrom clothing chain posts rankings of its salespeople, based on their sales per hour, for each pay period.

Nonetheless, it often can be difficult to measure expert performance—for example, in projects that take months or even years to complete and to which dozens of individuals may contribute. Expert leadership is similarly difficult to assess. Most leadership challenges are highly complex and specific to a given company, which makes it hard to compare performance across companies and situations. That doesn't mean, though, that scientists should throw up their hands and stop trying to measure performance. One methodology we use to deal with these challenges is to take a representative situation and reproduce it in the laboratory. For example, we present emergency room nurses with scenarios that simulate life-threatening situations. Afterward, we compare the nurses' responses in the lab with actual outcomes in the real world. We have found that performance in simulations in medicine, chess, and sports closely correlates with objective measurements of expert performance, such as a chess player's track record in winning matches.

Testing methodologies can be devised for creative professions such as art and writing, too. Researchers have studied differences among individual visual artists, for

instance, by having them produce drawings of the same set of objects. With the artists' identities concealed, these drawings were evaluated by art judges, whose ratings clearly agreed on the artists' proficiency, especially in regard to technical aspects of drawing. Other researchers have designed objective tasks to measure the superior perceptual skills of artists without the help of judges.

Things to Look Out for When Judging Expertise

Individual accounts of expertise are often unreliable.

Anecdotes, selective recall, and one-off events all can present insufficient, often misleading, examples of expertise. There is a huge body of literature on false memories, self-serving biases, and recollections altered as a result of current beliefs or the passage of time. Reporting is not the same thing as research.

Many people are wrongly believed to possess expertise. Bear in mind that true expertise is demonstrated by measurable, consistently superior performance. Some supposed experts are superior only when it comes to explaining why they made errors. After the 1976 Judgment of Paris, for example, when California wines bested French wines in a blind tasting, the French wine “experts” argued that the results were an aberration and that the California reds in particular would never age as well as the famous French reds. (In 2006, the tasting of the reds was reenacted, and California came out on top again.) Had it not been for the objective results from the blind tastings, the French wine experts may never have been convinced of the quality of the American wines.

Intuition can lead you down the garden path.

The idea that you can improve your performance by relaxing and “just trusting your gut” is popular. While it may be true that intuition is valuable in routine or familiar situations, informed intuition is the result of deliberate practice. You cannot consistently improve your ability to make decisions (or your intuition) without considerable practice, reflection, and analysis.

You don't need a different putter.

Many managers hope that they will suddenly improve performance by adopting new and better methods—just as golf players may think that they can lower their scores with a new and better club. But changing to a different putter may increase the variability of a golfer's shot and thus hinder his or her ability to play well. In reality, the key to improving expertise is consistency and carefully controlled efforts.

Expertise is not captured by knowledge management systems.

Knowledge management systems rarely, if ever, deal with what psychologists call knowledge. They are repositories of images, documents, and routines: external data that people can view and interpret as they try to solve a problem or make a decision.

There are no shortcuts to gaining true expertise.

Practice Deliberately

To people who have never reached a national or international level of competition, it may appear that excellence is simply the result of practicing daily for years or even decades. However, living in a cave does not make you a geologist. Not all practice makes perfect. You need a particular kind of practice—deliberate practice—to develop expertise. When most people practice, they focus on the things they already know how to do. Deliberate practice is different. It entails considerable, specific, and sustained efforts to do something you can't do well—or even at all. Research across domains shows that it is only by working at what you can't do that you turn into the expert you want to become.

To illustrate this point, let's imagine you are learning to play golf for the first time. In the early phases, you try to understand the basic strokes and focus on avoiding gross mistakes (like driving the ball into another player). You practice on the putting green, hit balls at a driving range, and play rounds with others who are most likely novices like you. In a surprisingly short time (perhaps 50 hours), you will develop better control and your game will improve. From then on, you will work on your skills by driving and putting more balls and engaging in more games, until your strokes become automatic: You'll think less about each shot and play more from intuition. Your golf game now is a social outing, in which you occasionally concentrate on your shot. From this point on, additional time on the course will not substantially improve your performance, which may remain at the same level for decades.

Why does this happen? You don't improve because when you are playing a game, you get only a single chance to make a shot from any given location. You don't get to figure out how you can correct mistakes. If you were allowed to take five to ten shots from the exact same location on the course, you would get more feedback on your technique and start to adjust your playing style to improve your control. In fact, professionals often take multiple shots from the same location when they train and when they check out a course before a tournament.

This kind of deliberate practice can be adapted to developing business and leadership expertise. The classic example is the case method taught by many business schools, which presents students with real-life situations that require action. Because the eventual outcomes of those situations are known, the students can immediately judge the merits of their proposed solutions. In this way, they can practice making decisions ten to 20 times a week. War games serve a similar training function at military academies. Officers can analyze the trainees' responses in simulated combat and provide an instant evaluation. Such mock military operations sharpen leadership skills with deliberate practice that lets trainees explore uncharted areas.

Let's take a closer look at how deliberate practice might work for leadership. You often hear that a key element of leadership and management is charisma, which is true. Being a leader frequently requires standing in front of your employees, your peers, or your board of directors and attempting to convince them of one thing or another, especially in times of crisis. A surprising number of executives believe that charisma is innate and cannot be learned. Yet if they were acting in a play with the help of a director and a coach, most of them would be able to come across as considerably more charismatic, especially over time. In fact, working with a leading drama school, we have developed a set of acting exercises for managers and leaders that are designed to increase their powers of charm and persuasion. Executives who do these exercises have shown remarkable improvement. So charisma can be learned through deliberate practice. Bear in mind that even Winston Churchill, one of the most charismatic figures of the twentieth century, practiced his oratory style in front of a mirror.

Genuine experts not only practice deliberately but also think deliberately. The golfer Ben Hogan once explained, "While I am practicing I am also trying to develop my powers of concentration. I never just walk up and hit the ball." Hogan would decide in advance where he wanted the ball to go and how to get it there. We actually track this kind of thought process in our research. We present expert performers with a scenario and ask them to think aloud as they work their way through it. Chess players, for example, will describe how they spend five to ten minutes exploring all the possibilities for their next move, thinking through the consequences of each and planning out the sequence of moves that might follow it. We've observed that when a course of action doesn't work out as expected, the expert players will go back to their prior analysis to assess where they went wrong and how to avoid future errors. They continually work to eliminate their weaknesses.

Deliberate practice involves two kinds of learning: improving the skills you already have and extending the reach and range of your skills. The enormous concentration required to undertake these twin tasks limits the amount of time you can spend doing them. The famous violinist Nathan Milstein wrote: "Practice as much as you feel you can accomplish with concentration. Once when I became concerned because others around me practiced all day long, I asked [my mentor] Professor Auer how many hours I should practice, and he said, 'It really doesn't matter how long. If you practice with your fingers, no amount is enough. If you practice with your head, two hours is plenty.'"

It is interesting to note that across a wide range of experts, including athletes, novelists, and musicians, very few appear to be able to engage in more than four or five hours of high concentration and deliberate practice at a time. In fact, most expert teachers and scientists set aside only a couple of hours a day, typically in the morning, for their most demanding mental activities, such as writing about new ideas.

While this may seem like a relatively small investment, it is two hours a day more than most executives and managers devote to building their skills, since the majority of their time is consumed by meetings and day-to-day concerns. This difference adds up to some 700 hours more a year, or about 7,000 hours more a decade. Think about what you could accomplish if you devoted two hours a day to deliberate practice.

It's very easy to neglect deliberate practice. Experts who reach a high level of performance often find themselves responding automatically to specific situations and may come to rely exclusively on their intuition. This leads to difficulties when they deal with atypical or rare cases, because they've lost the ability to analyze a situation and work through the right response. Experts may not recognize this creeping intuition bias, of course, because there is no penalty until they encounter a situation in which a habitual response fails and maybe even causes damage. Older professionals with a great deal of experience are particularly prone to falling into this trap, but it's certainly not inevitable. Research has shown that musicians over 60 years old who continue deliberate practice for about ten hours a week can match the speed and technical skills of 20-year-old expert musicians when tested on their ability to play a piece of unfamiliar music.

Moving outside your traditional comfort zone of achievement requires substantial motivation and sacrifice, but it's a necessary discipline. As the golf champion Sam Snead once put it, "It is only human nature to want to practice what you can already do well, since it's a hell of a lot less work and a hell of a lot more fun." Only when you can see that deliberate practice is the most effective means to the desired end—becoming the best in your field—will you commit to excellence. Snead, who died in 2002, held the record for winning the most PGA Tour events and was famous for having one of the most beautiful swings in the sport. Deliberate practice was a key to his success. "Practice puts brains in your muscles," he said.

Take the Time You Need

By now it will be clear that it takes time to become an expert. Our research shows that even the most gifted performers need a minimum of ten years (or 10,000 hours) of intense training before they win international competitions. In some fields the apprenticeship is longer: It now takes most elite musicians 15 to 25 years of steady practice, on average, before they succeed at the international level.

It takes time to become an expert. Even the most gifted performers need a minimum of ten years of intense training before they win international competitions.

Though there are historical examples of people who attained an international level of expertise at an early age, it's also true that, in the nineteenth and early twentieth

centuries, people could reach world-class levels more quickly. In most fields, the bar of performance has risen steadily since that time. For instance, amateur marathon runners and high school swimmers today frequently better the times of Olympic gold medalists from the early twentieth century. Increasingly stiff competition now makes it almost impossible to beat the ten-year rule. One notable exception, Bobby Fischer, did manage to become a chess grand master in just nine years, but it is likely that he did so by spending more time practicing each year.

Many people are naive about how long it takes to become an expert. Leo Tolstoy once observed that people often told him they didn't know whether or not they could write a novel because they hadn't tried—as if they only had to make a single attempt to discover their natural ability to write. Similarly, the authors of many self-help books appear to assume that their readers are essentially ready for success and simply need to take a few more easy steps to overcome great hurdles. Popular lore is full of stories about unknown athletes, writers, and artists who become famous overnight, seemingly because of innate talent—they're "naturals," people say. However, when examining the developmental histories of experts, we unfailingly discover that they spent a lot of time in training and preparation. Sam Snead, who'd been called "the best natural player ever," told *Golf Digest*, "People always said I had a natural swing. They thought I wasn't a hard worker. But when I was young, I'd play and practice all day, then practice more at night by my car's headlights. My hands bled. Nobody worked harder at golf than I did."

Not only do you have to be prepared to invest time in becoming an expert, but you have to start early—at least in some fields. Your ability to attain expert performance is clearly constrained if you have fewer opportunities to engage in deliberate practice, and this is far from a trivial constraint. Once, after giving a talk, K. Anders Ericsson was asked by a member of the audience whether he or any other person could win an Olympic medal if he began training at a mature age. Nowadays, Ericsson replied, it would be virtually impossible for anyone to win an individual medal without a training history comparable with that of today's elite performers, nearly all of whom started very early. Many children simply do not get the opportunity, for whatever reason, to work with the best teachers and to engage in the sort of deliberate practice that they need to reach the Olympic level in a sport.

Find Coaches and Mentors

Arguably the most famous violin teacher of all time, Ivan Galamian, made the point that budding maestros do not engage in deliberate practice spontaneously: "If we analyze the development of the well-known artists, we see that in almost every case the success of their entire career was dependent on the quality of their practicing. In practically every case, the practicing was constantly supervised either by the teacher or an assistant to the teacher."

Research on world-class performers has confirmed Galamian's observation. It also has shown that future experts need different kinds of teachers at different stages of their development. In the beginning, most are coached by local teachers, people who can give generously of their time and praise. Later on, however, it is essential that performers seek out more-advanced teachers to keep improving their skills. Eventually, all top performers work closely with teachers who have themselves reached international levels of achievement.

Having expert coaches makes a difference in a variety of ways. To start with, they can help you accelerate your learning process. The thirteenth-century philosopher and scientist Roger Bacon argued that it would be impossible to master mathematics in less than 30 years. And yet today individuals can master frameworks as complex as calculus in their teens. The difference is that scholars have since organized the material in such a way that it is much more accessible. Students of mathematics no longer have to climb Everest by themselves; they can follow a guide up a well-trodden path.

The development of expertise requires coaches who are capable of giving constructive, even painful, feedback. Real experts are extremely motivated students who seek out such feedback. They're also skilled at understanding when and if a coach's advice doesn't work for them. The elite performers we studied knew what they were doing right and concentrated on what they were doing wrong. They deliberately picked unsentimental coaches who would challenge them and drive them to higher levels of performance. The best coaches also identify aspects of your performance that will need to be improved at your next level of skill. If a coach pushes you too fast, too hard, you will only be frustrated and may even be tempted to give up trying to improve at all.

Real experts seek out constructive, even painful feedback. They're also skilled at understanding when and if a coach's advice doesn't work for them.

Relying on a coach has its limits, however. Statistics show that radiologists correctly diagnose breast cancer from X-rays about 70% of the time. Typically, young radiologists learn the skill of interpreting X-rays by working alongside an "expert." So it's hardly surprising that the success rate has stuck at 70% for a long time. Imagine how much better radiology might get if radiologists practiced instead by making diagnostic judgments using X-rays in a library of old verified cases, where they could immediately determine their accuracy. We're seeing these kinds of techniques used more often in training. There is an emerging market in elaborate simulations that can give professionals, especially in medicine and aviation, a safe way to deliberately practice with appropriate feedback.

So what happens when you become an Olympic gold medalist, or an international chess master, or a CEO? Ideally, as your expertise increased, your coach will have helped you become more and more independent, so that you are able to set your own development plans. Like good parents who encourage their children to leave the nest, good coaches help their students learn how to rely on an “inner coach.” Self-coaching can be done in any field. Expert surgeons, for example, are not concerned with a patient’s postoperative status alone. They will study any unanticipated events that took place during the surgery, to try to figure out how mistakes or misjudgments can be avoided in the future.

Benjamin Franklin provides one of the best examples of motivated self-coaching. When he wanted to learn to write eloquently and persuasively, he began to study his favorite articles from a popular British publication, the *Spectator*. Days after he’d read an article he particularly enjoyed, he would try to reconstruct it from memory in his own words. Then he would compare it with the original, so he could discover and correct his faults. He also worked to improve his sense of language by translating the articles into rhyming verse and then from verse back into prose. Similarly, famous painters sometimes attempt to reproduce the paintings of other masters.

Anyone can apply these same methods on the job. Say you have someone in your company who is a masterly communicator, and you learn that he is going to give a talk to a unit that will be laying off workers. Sit down and write your own speech, and then compare his actual speech with what you wrote. Observe the reactions to his talk and imagine what the reactions would be to yours. Each time you can generate by yourself decisions, interactions, or speeches that match those of people who excel, you move one step closer to reaching the level of an expert performer. • • •

Before practice, opportunity, and luck can combine to create expertise, the would-be expert needs to demythologize the achievement of top-level performance, because the notion that genius is born, not made, is deeply ingrained. It’s perhaps most perfectly exemplified in the person of Wolfgang Amadeus Mozart, who is typically presented as a child prodigy with exceptional innate musical genius. Nobody questions that Mozart’s achievements were extraordinary compared with those of his contemporaries. What’s often forgotten, however, is that his development was equally exceptional for his time. His musical tutelage started before he was four years old, and his father, also a skilled composer, was a famous music teacher and had written one of the first books on violin instruction. Like other world-class performers, Mozart was not born an expert—he became one.

A version of this article appeared in the July–August 2007 issue of Harvard Business Review.

K. Anders Ericsson (ericsson@psy.fsu.edu) is the Conradi Eminent Scholar of Psychology at Florida State University, in Tallahassee.

Michael J. Prietula (prietula@bus.emory.edu) is a professor at the Goizueta Business School at Emory University, in Atlanta, and visiting research scholar at the Institute for Human and Machine Cognition, in Pensacola, Florida.

Edward T. Cokely (cokely@mpib-berlin.mpg.de) is a postdoctoral research fellow at the Max Planck Institute for Human Development, in Berlin.


This article is about MANAGING PEOPLE

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Appendix G: Reflecting Protocols


REFLECTING PROTOCOLS



THINK



REFLECT



SHARE

USED TO PROCESS, REFLECT AND SHARE WITH ANY ANCHOR TEXT OR VIDEO.

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THINK & REFLECT

BEFORE
WHAT PRIOR KNOWLEDGE MIGHT YOU HAVE ABOUT COACHING?

BEFORE
WHAT ASSUMPTIONS DO YOU HAVE ABOUT COACHING?

AFTER READING
HOW HAS YOUR THINKING CHANGED, EXPANDED, BEEN CHALLENGED, OR SOLIDIFIED...

AFTER READING
WHERE MIGHT YOUR BELIEFS AND VALUES INTERSECT WITH COACHING?

WHERE MIGHT YOU BE EXPERIENCING TENSION WITH ...

CONSIDER THE READING & the following from Philip Jackson's book *Life in the Classroom*. Teachers have between 1,200 and 1,800 determination generating exchanges (decisions) with students every day. Of these, most are as unpredictable requiring teachers to make "shallow decisions or deeper judgments". These exchanges sometimes happen spontaneously and require immediacy. How might Jackson's quote connect to the anchor text/media around coaching? What might this mean for your school? For your classroom and students?


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Reflect on the reading & the following quote:
Schools exist to promote learning in all their inhabitants. Barth (2002)

What might it look like to create a culture of coaching with each?

TIME

SPACES



RITUALS & TRADITIONS

PART 1

CURRICULUM


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Reflect on the reading & the following quote:
Schools exist to promote learning in all their inhabitants. Barth (2002)

What might it look like to create a culture of coaching with each?

BUDGET

OTHER



FEEDBACK

PART 2

STAFFING

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REFLECTION

TIME AS A GIFT

12 HOW HAS YOUR UNDERSTANDING OF COACHING EVOLVED?

9 WHAT MIGHT YOU BE LEARNING ABOUT YOUR USE OF TIME IN RELATION TO COACHING?

3 WHAT MIGHT YOUR USE OF TIME SAY ABOUT YOUR PRIORITIES?

6 WHAT TENSIONS ARE YOU EXPERIENCING IN REFLECTING ABOUT COACHING AND TIME?

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FEAR AS A BARRIER

WHAT MIGHT BE THE TURNING POINT FOR YOU/US TO EMBRACE COACHING? WHAT WOULD IT TAKE?

IF YOU COULD PAINT A PICTURE OF AN IDEAL COACHING RELATIONSHIP, WHAT MIGHT THAT LOOK LIKE?

WHAT IS THE MAIN OBSTACLE STANDING IN YOUR/OUR WAY TO EMBRACING COACHING?

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Appendix H: Official Invitation

<h2 style="text-align: center;">YOU'RE INVITED</h2> <h3 style="text-align: center;">EVERYONE DESERVES A COACH!</h3> <p>Your sense of agency, autonomy, connectedness, and growth is essential to our school community. I am so grateful for the opportunity to invite you to be a part of an important learning process for our community. I invite each teacher to consider being part of our COACHING PILOT PROGRAM.</p> <p>I know that moving out of our comfort zones and visioning for the future is not for the faint of heart, and that is why I am INVITING you to be a part of this powerful conversation. It is my hope that by having your voice and energy as a part of the Coaching Pilot Program, our school will be changed for the better and we will be prepared for full implementation next year.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Our coaching session will be about thirty minutes during the school day biweekly. Before you complete the survey committing to the program and matching you to a mentor, please have a conversation with myself or another administrator to answer any lingering questions that you may have.</p> <p style="text-align: center;">HERE'S TO PERSONAL BEST! [INSERT PRINCIPAL SIGNATURE]</p> </div> </div>	<h2 style="text-align: center;">YOU'RE INVITED</h2> <h3 style="text-align: center;">EVERYONE DESERVES A COACH!</h3> <p>Your sense of agency, autonomy, connectedness, and growth is essential to our school community. I am so grateful for the opportunity to invite you to be a part of an important learning process for our community. I invite each teacher to consider being part of our COACHING PILOT PROGRAM.</p> <p>I know that moving out of our comfort zones and visioning for the future is not for the faint of heart, and that is why I am INVITING you to be a part of this powerful conversation. It is my hope that by having your voice and energy as a part of the Coaching Pilot Program, our school will be changed for the better and we will be prepared for full implementation next year.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Our coaching session will be about thirty minutes during the school day biweekly. Before you complete the survey committing to the program and matching you to a mentor, please have a conversation with myself or another administrator to answer any lingering questions that you may have.</p> <p style="text-align: center;">HERE'S TO PERSONAL BEST! [INSERT PRINCIPAL SIGNATURE]</p> </div> </div>
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Appendix I: Commitment and Matching Survey

3/30/2021
Pilot Program Commitment & Matching Survey

Pilot Program Commitment & Matching Survey

NOTE: Contact Hannah Scott at Hannah.Scott@nelson.kyschools.us for permission to modify or edit the materials. Materials will be shared with full editing rights and administrators will be granted permission to copy and edit the materials.

This survey serves as the opt in for the coaching pilot program and a questionnaire to match coach and coachees. This survey should not be completed until AFTER you have met with an administrator about the program and had the opportunity to discuss and ask questions.

*** Required**

1. Name *

2. I met with an administrator about the pilot program and had the opportunity to ask questions. *

Mark only one oval.

☐ Yes

☐ No (do not proceed until you have)

Completing this section indicates a commitment to joining the pilot coaching program as a coachee for the upcoming school year. As part of this program, your weekly classroom visits (all teachers will have these) will be followed up with 30 minute coaching sessions semi-monthly. These sessions will focus on building the coachee's capacity to solve problems of practice through a sense of agency, independence and connectedness with their team. These conversations may take us out of our comfort zone. There is no right answer. This commitment is to engage in the coaching process accept discomfort, not knowing, value the process, embrace failures and struggle, commit to improve teaching and learning starting with our practices, and work unselfishly on a collaborative team.

Commitment

3. I commit to engaging as a coachee in the coaching pilot program for the upcoming (or current if started) school year. *

Mark only one oval.

☐ Yes

☐ No (do not finish the survey)

4. After meeting with an administrator about the coaching pilot program, I have these lingering questions. (list questions or put none) *

Your coaching session will be a regular scheduled recurring 30 minute meeting. For example, every two weeks on a Tuesday at 10:30am OR every 2nd and 4th Monday at 3:30pm. Most coaching sessions will occur during teachers' planning periods. However, we understand that each teacher has different scheduling needs and ideal learning times or times when collaborative dialogue is most effective.

Scheduling
-
Coaching Session

5. Are there specific days of the week (and times on those days) that are inconvenient for coaching sessions?

6. Planning times are typically used for coaching sessions. Would you like to request a time outside of planning period for coaching? Specify when (day or days of the week and times) if you choose other.

Check all that apply.

☐ Planning period works for me!

☐ I would like a coaching session time that is NOT during planning (specify when in other)

Other:

https://docs.google.com/forms/d/1Q8ytc1u4PFWj6t6eVLdYVR7_qW-3h8qg48BfRy3c/edit
16
https://docs.google.com/forms/d/1Q8ytc1u4PFWj6t6eVLdYVR7_qW-3h8qg48BfRy3c/edit
26

3/30/2021
Pilot Program Commitment & Matching Survey

Matching Coachee to Coach

This questionnaire will be used to best match coach and coachees. Answer honestly. There are not any right answers. Responses will not be used in an evaluative nature. Both the coach and coachee need to complete this section.

7. In a perfect world, how would you want to be paired in coach and coachee relationship? Keep in mind, preferences will be honored whenever possible. *

Mark only one oval.

☐ Randomly (stop and submit survey after this question)

☐ Randomly BUT will answer the following questions allow a coach or coachee with specific preferences to be paired with me

☐ Intentionally with a coach who is not also my evaluator; intentionally with coachee that I do not evaluate

☐ Based on similar gender

☐ Based on opposite gender

☐ Based on similar amount of teaching experience

☐ Based on very different amounts of teaching experience

☐ Based on very similar teaching certifications and teaching experiences

☐ Based on very different teaching certifications and teaching experiences

☐ Based on similarly ranked coaching relationship values

☐ By matching coachee focus area to coaches strengths

☐ Other:

8. Only answer if you selected this as part of how you want to be paired with a coach: What is your gender?

Mark only one oval.

☐ Male

☐ Female

☐ Other:

https://docs.google.com/forms/d/1Q8ytc1u4PFWj6t6eVLdYVR7_qW-3h8qg48BfRy3c/edit
36
https://docs.google.com/forms/d/1Q8ytc1u4PFWj6t6eVLdYVR7_qW-3h8qg48BfRy3c/edit
46

3/30/2021
Pilot Program Commitment & Matching Survey

9. Only answer if you selected this as part of how you want to be paired with a coach/coachee: How many years of experience do you have teaching?

Mark only one oval.

☐ 0-4 years

☐ 5-9 years

☐ 10-14 years

☐ 15-19 years

☐ 20-24 years

☐ 25 years or more

10. Only answer if you selected this as part of how you want to be paired with a coach/coachee: Coachee only- What is your teaching certification area(s) and current teaching position? Coaches - What is your teaching certification area(s) and past teaching positions held with the years of experience in each?

3/30/2021

Pilot Program Commitment & Matching Survey

11. Only answer if you selected this as part of how you want to be paired with a coach/coachee: Rank the following foundational aspects and values that support an effective coaching relationship in order of important to you.

Mark only one oval per row.

	Trust	Empathy	Growth mindset	Positive and supporting culture	An assumption of positive intentions	A belief in the ability of all people to learn and grow
MOST IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2ND MOST IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3RD MOST IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4TH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5TH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6TH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Only answer if you selected this as part of how you want to be paired with a coach/coachee: Coachee - What area(s) of teaching and learning might you want to focus on this year? Coach - What are areas of teaching and learning that both you and colleagues would consider are your strength (or were when you were in the classroom)?

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https://docs.google.com/forms/d/1Q8ytl3uPFWj6rhcVLaTVK7_qW3d8qg40F7BjYh3vIda

3/30/2021

Pilot Program Commitment & Matching Survey

Google Forms

5/5

https://docs.google.com/forms/d/1Q8ytl3uPFWj6rhcVLaTVK7_qW3d8qg40F7BjYh3vIda

6/5

Appendix J: Pilot Program Feedback Survey

3/30/2021
Pilot Program Feedback & Reflection - Coaching

Pilot Program Feedback & Reflection - Coaching

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Coch and Coachees,

Please complete this survey mid-program and at the end of the program. Do not put your name in the form. Answer honestly as your feedback will help our administration team build a vision for coaching in our school that better meets the needs of all staff as we transition to implementing a coaching program with all teachers. Responses will not be used in an evaluative nature. Thank you!

*** Required**

1. What is your role in this program? *

Mark only one oval.

☐ Coach

☐ Coachee

2. Where are you in the pilot program? *

Mark only one oval.

☐ Mid-Program

☐ End of Program

3/30/2021
Pilot Program Feedback & Reflection - Coaching

3. Are/were you able to experience the entire pilot program? *

Mark only one oval.

☐ Yes, I have been able to experience the first half of the pilot program

☐ Yes, I experienced the entire pilot program

☐ No, I will not experience the entire pilot program (entered late, left early, had a break in the middle)

4. What are the unexpected benefits of the coaching process? *

5. Where are the unexpected obstacles of the coaching process? *

6. Are you growing as a result of the coaching process? *

Mark only one oval.

1 2 3 4

No or Very Little ☐ ☐ ☐ ☐ Yes, Significantly

3/30/2021
Pilot Program Feedback & Reflection - Coaching

7. If you are growing, in what ways are you learning/ growing/ changing? If are not growing, what might be some barriers to that growth? *

8. What haven't we thought about? Planned for? Made time for? Made a priority? ... that we should as part of the coaching process. *

9. What aspects of the pilot program and this coaching process are working for you? *

10. In what ways could we improve the coaching process and living document? *

3/30/2021
Pilot Program Feedback & Reflection - Coaching

11. What learning (resource/tool) around coaching is particularly powerful for you in embracing coaching (resources in the program or discovered on your own)? *

12. How have students been effected by the coaching process (i.e. your learning, conversations, growth, changes)? What evidence exists to support this? *

13. What is the natural next step for our school as we plan to include all staff in coaching processes? *

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Google Forms

WHAT THEY CAN DO		TEAMS	MEETING CYCLE (OF TEAMS)	TEACHER COACHING SESSIONS	MEETING Cycles	CYCLE 1 - Current Cycle					CYCLE 2					CYCLE 3 (ONCE MONTHLY)							
	PRIORITY					TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
						7:30 AM 7:45 AM						7:30 AM 7:45 AM						7:30 AM 7:45 AM					
						1st Period						1st Period						1st Period					
						2nd Period						2nd Period						2nd Period					
						3rd Period						3rd Period						3rd Period					
						4th Period & LUNCH						4th Period & LUNCH						4th Period & LUNCH					
						5th Period						5th Period						5th Period					
						6th Period						6th Period						6th Period					
						7th Period						7th Period						7th Period					
						3:10 PM 4:00 PM						3:10 PM 4:00 PM						3:10 PM 4:00 PM					

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[illegible]

PRIORITY					Personal Time
DESCRIPTION					
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WEEK OF:					
START TIME					CALENDAR CONTROL LINKS
7:00 AM					
7:30 AM					
7:45 AM					
8:00 AM					
8:15 AM					
8:25-9:16 (1st)					
9:20-10:11 (2nd)					
10:15-11:06 (3rd)					
11:10-12:25 (4th)					
-11:35 (1st Lunch)					
-12:00 (2nd Lunch)					
-12:25 (3rd Lunch)					
12:29-1:20(5th)					
1:24-2:15 (6th)					
2:19-3:10 (7th)					
3:10 PM					
3:30 PM					
4:00 PM					
4:30 PM					

Add 1000 more rows at bottom

PRIORITY	Care	Prepare	Communicate	Collaborate	Personal Time	
DESCRIPTION	Connecting with Ss and staff during supervision duties; celebration of Ss, Staff, Parents & their gifts; Club and Cardinal Crew	Examining Instructional practices and student results through PLCs, Faculty Meetings, Data Discussions, Pride Points, Leadership Team Meetings, Instructional Focus Team Meetings, Prep Work for School Foc	Communicate with students, staff, and parents through discipline, academic concerns, positive calls home, positive postcards home, responses to parent/staff/student needs via phone/email/in person, Social Media Posts	Coaching Sessions (staff and self), Committee Collaboration, WT and Culture of Success Coaching Document; parent-teacher meetings, care meetings, placement/signa meetings	Children or personal commitments	
	WEEK OF APRIL 1					
Start Time	Monday	Start Time (DIFFERENT CLASS TIMES)	Tuesday	Wednesday	Thursday	Friday
7:45 AM	Bus Sup.	7:00 AM				
8:00 AM	Bus Sup.	7:30 AM				
8:15 AM	Class Change	7:45 AM	Bus Sup.	Bus Sup.	Bus Sup.	Bus Sup.
8:25 AM CC	Cardinal Crew	8:00 AM	Bus Sup.	Bus Sup.	Bus Sup.	Bus Sup.
8:57 AM	Class Change	8:15 AM	Class Change	Class Change	Class Change	Class Change
9-9:30 (1st)		8:25-9 (1st)	Discipline	Outside with Seniors - Most of day	8:30-11:30 Mock Interviews	Discipline
9:30-9:45 (1st)	Leadership Meeting 9-10	9-9:15 (1st)	Instructional Focus Meeting 9-10	Outside with Seniors - Most of day	8:30-11:30 Mock Interviews	WT
9:46 AM	Class Change	9:16 AM	Class Change	Class Change	Class Change	Class Change
9:51-10:15 (2nd)	Leadership Meeting	9:20-9:45 (2nd)	Instructional Focus Meeting 9-10	Outside with Seniors - Most of day	Prepare Summary of Evidence: T4	WT
10:15-10:35 (2nd)	Discipline	9:45-10:11 (2nd)	Instructional Focus Meeting 9-10	Outside with Seniors - Most of day	Prepare Summary of Evidence: T5	WT
10:35 AM	Class Change	10:11 AM	Class Change	Class Change	Class Change	Class Change
10:39-11 (3rd)	Parent Phone Calls Discipline	10:15-10:40 (3rd)	WT	Outside with Seniors - Most of day	WT	WT
11-11:24 (3rd)	WT	10:40-11:06 (3rd)	WT	Outside with Seniors - Most of day	Coaching: T9	WT
11:24 AM	Class Change	11:06 AM	Class Change	Class Change	Class Change	Class Change
11:28 AM (4th)		11:10 AM (4th)				
-11:53 (1st L)	1st Lunch Sup	-11:35 (1st L)	1st Lunch Sup	1st Lunch Sup	1st Lunch Sup	1st Lunch Sup
-12:18 (2nd L)	2nd Lunch Sup	-12:00 (2nd L)	Prepare of Evidence: T2	Math PLC	Prepare Summary of Evidence T6	2nd Lunch Sup
-12:43 (3rd L)	3rd Lunch Sup	-12:25 (3rd L)	Summary of Evidence: T5	Math PLC	Coaching T10	3rd Lunch Sup
12:43 PM	Class Change	12:25 PM	Class Change	Class Change	Class Change	Class Change
12:47-1:10 (5th)	Parent Meeting 12:45-1:15	12:29-12:50 (5th)	WT	English PLC	Summative Conference T4	Summative Conference T5
1:10-1:32 (5th)	Discipline	12:50-1:20 (5th)	Discipline	English PLC	Discipline	Discipline
1:32 PM	Class Change	1:20 PM	Class Change	Class Change	Class Change	Class Change
1:36-2 (6th)	Prepare: Summary of Evidence T1	1:24-1:45 (6th)	WT	Score ODW	Coaching: T11	Connect with T20
2-2:21 (6th)	ATC Master Schedule Meeting	1:45-2:15 (6th)	Prepare: Summary of Evidence T3	WT	Student Meeting: IL	WT
2:21 PM	Class Change	2:15 PM	Class Change	Class Change	Class Change	Class Change
2:25-2:45 (7th)	Discipline	2:19-2:40 (7th)	Discipline	Discipline	Summative Conference: Me	Discipline
2:45-3:10 (7th)	Parent Phone Calls Discipline	2:40-3:10 (7th)	Parent Phone Calls Discipline	Parent Phone Calls Discipline	Summative Conference: Me	Parent Phone Calls Discipline
3:10 PM	Bus Sup	3:10 PM	Bus Sup	Bus Sup	Bus Sup	Bus Sup
3:30 PM		3:30 PM	Summative Conference: T2	Faculty Meeting	Parent Phone Calls Discipline	Parent Phone Calls Discipline
4:00 PM		4:00 PM	PLC Role Release Coach/od: T18 & T19	Summary of Evidence: T1		

TEACHER (CYCLE 1)	FORMAL OB 1 DATE	POST-OB CONFERENCE #1	FULL OB	POST FULL OB CONFERENCE	SUMMATIVE CONFERENCE	IAs	Summative Conference	OTHER CLASSIFIED	Summative Conference
T1						IA1		C1	
T2						IA2		C2	
T3						IA3		C3	
T4						IA4		C4	
T5						IA5		C5	
T6						IA6			
T7									
T8									
T9									
T10									
T11									
T12									
T13									
T14									
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T30									
T31									
T32									
T33									
T34									
T35									
T36									
T37									

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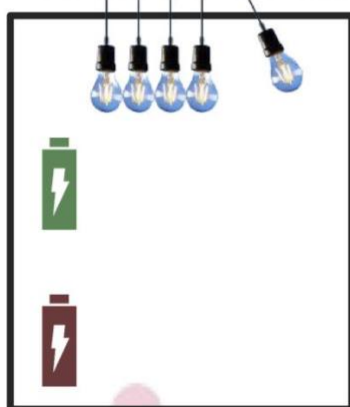
Legend
 PRINCIPAL
 AP 1
 AP 2

TEACHER / STAFF MEMBER		UNDER EACH WEEK: INSERT INITIALS, DATE, & TYPE (WT OR COACHING)									
PROGRAMS	LINKED COACHING DOCUMENT	SCHEDULE NOTES OR LINK BELOW	8.23.21	8.30.21	9.7.21	9.13.21	9.20.21	9.27.21	DISTRICT ADMIN TEAM	10.4.21	(AND SO ON)
LINC. PROGRAMS	TEACHER 1										
	TEACHER 2										
	TEACHER 3										
	TEACHER 4										
	TEACHER 5										
	TEACHER 6										
	TEACHER 7										
	TEACHER 8										
	TEACHER 9										
	TEACHER 10										
SCIENCE LEADERS	TEACHER 11										
	TEACHER 12										
	TEACHER 13										
	TEACHER 14										
	TEACHER 15										
	TEACHER 16										
	TEACHER 17										
	TEACHER 18										
	TEACHER 19										
	TEACHER 20										
ARTS LEADERS	TEACHER 21										
	TEACHER 22										
	TEACHER 23										
	TEACHER 24										
	TEACHER 25										
	TEACHER 26										
	TEACHER 27										
	TEACHER 28										
	TEACHER 29										
	TEACHER 30										
HISTORY LEADERS	TEACHER 31										
	TEACHER 32										
	TEACHER 33										
	TEACHER 34										
	TEACHER 35										
	TEACHER 36										
	TEACHER 37										
	TEACHER 38										
	TEACHER 39										
	TEACHER 40										
CROSS LEADERS	TEACHER 41										
	TEACHER 42										
	TEACHER 43										

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TEACHER	DEPARTMENT	ROOM #	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	5TH PERIOD	6TH PERIOD	7TH PERIOD
	Eng								
	Eng								
	Eng		NOTE: Contact Hannah Scott at Hannah.Scott@nelson.kyschools.us for permission to modify or edit the materials. Materials will be shared with full editing rights and administrators will be granted permission to copy and edit the materials.						
	Eng								
	Eng								
	SPED								
	SPED								
	SPED								
	Math								
	Math								
	Math								
	Math								
	Math								
	SPED								
	SPED								
	SS								
	SS								
	SS								
	SS								
	SPED								
	Sci								
	Sci								
	Sci								
	SPED								
	Ag								
	Ag								
	Fine Arts								
	Fine Arts								
	Fine Arts								
	World Lang								
	World Lang								
	PE (Main Gym)								
	PE (Aux Gym)								
	SSL								
	FCS								
	MSD								
	Media Specialist								

GIFT OF TIME



ZERO

- ☐ EMAIL
- ☐ CALENDAR
- ☐ TRUST FORMS
- ☐ RESTORE (ES & MS/HS)
- ☐ CHROMEBOOKS
- ☐ GIFTED MINDS MONITORING
- ☐ NO SUB COVERAGE
- ☐ GRADES & PROGRESS
- ☐ WALK-THROUGH FEEDBACK
- ☐ BUDGET







CONNECTIONS

SCHEDULED GIFTS



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Appendix L: Coaching Cards

<p>WE > ME AUGUST 2021 COLLAB</p> <p>STEP 1: DIGITAL RESOURCES</p> <p></p> <ul style="list-style-type: none"> Open our staff Google classroom and click on coaching document. It will automatically create your own copy. Share this with your coach! <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT ARE YOU MOST EXCITED ABOUT THIS YEAR? ★ WHAT CONCERNS MIGHT YOU HAVE GOING INTO THIS YEAR? ★ IN WHAT WAYS DO LIKE YOU FEEL MOST CARED FOR BY YOUR COLLEAGUES? ★ SHARE YOUR STORY... WHAT BROUGHT YOU TO/KEEPS YOU IN THE CLASSROOM? THIS SCHOOL? <p></p> <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>	<p>WE > ME AUGUST 2021 COLLAB</p> <p>STEP 1: DIGITAL RESOURCES</p> <p></p> <ul style="list-style-type: none"> Open our staff Google classroom and click on coaching document. It will automatically create your own copy. Share this with your coach! <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT ARE YOU MOST EXCITED ABOUT THIS YEAR? ★ WHAT CONCERNS MIGHT YOU HAVE GOING INTO THIS YEAR? ★ IN WHAT WAYS DO LIKE YOU FEEL MOST CARED FOR BY YOUR COLLEAGUES? ★ SHARE YOUR STORY... WHAT BROUGHT YOU TO/KEEPS YOU IN THE CLASSROOM? THIS SCHOOL? <p></p> <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>
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<p>SMART GOALS</p> <p>SEPTEMBER 2021 COLLAB</p> <p>GUIDING QUESTIONS: SGG OR GENERAL STUDENT GOAL SETTING</p> <ol style="list-style-type: none"> WHAT SKILL(S) IS/ARE MOST IMPORTANT TO MY STUDENT'S SUCCESS THIS YEAR? HOW ARE THESE ENDURING SKILLS THAT CONNECT TO CRITICAL THINKING? HOW MIGHT I MEASURE THIS SKILL OR STANDARD IN MY CLASSROOM? HOW MIGHT I MEASURE GROWTH? WHEN MIGHT I HAVE BASELINE DATA TO SET THE GOAL? HOW MIGHT I MEANINGFULLY TRACK STUDENT GROWTH? WHEN MIGHT BE NATURAL TIMES TO CHECK STUDENT PROGRESS ON THIS SKILL? <p>SCHOOL PRIORITIES QUESTIONS</p> <ul style="list-style-type: none"> ★ WHERE DO THIS GOAL/SKILL FIT WITHIN THE LARGER CONTEXT OF OUR SCHOOL GOALS? ★ INSERT HERE 	<p>SMART GOALS</p> <p>SEPTEMBER 2021 COLLAB</p> <p>GUIDING QUESTIONS: SGG OR GENERAL STUDENT GOAL SETTING</p> <ol style="list-style-type: none"> WHAT SKILL(S) IS/ARE MOST IMPORTANT TO MY STUDENT'S SUCCESS THIS YEAR? HOW ARE THESE ENDURING SKILLS THAT CONNECT TO CRITICAL THINKING? HOW MIGHT I MEASURE THIS SKILL OR STANDARD IN MY CLASSROOM? HOW MIGHT I MEASURE GROWTH? WHEN MIGHT I HAVE BASELINE DATA TO SET THE GOAL? HOW MIGHT I MEANINGFULLY TRACK STUDENT GROWTH? WHEN MIGHT BE NATURAL TIMES TO CHECK STUDENT PROGRESS ON THIS SKILL? <p>SCHOOL PRIORITIES QUESTIONS</p> <ul style="list-style-type: none"> ★ WHERE DO THIS GOAL/SKILL FIT WITHIN THE LARGER CONTEXT OF OUR SCHOOL GOALS? ★ INSERT HERE
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SMART GOALS

SEPTEMBER 2021 COLLAB

GUIDING QUESTIONS: PGP

1. WHAT DO YOU WANT TO CELEBRATE FROM THE FIRST MONTH AND A HALF OF SCHOOL?
2. WHAT BARRIERS ARE YOU FACING?
3. WHAT MIGHT YOU BE INTERESTED IN LEARNING, EXPLORING, THINKING MORE ABOUT?
4. WHAT IS THE MOST IMPORTANT CHALLENGE THAT YOU MUST TAKE ON OVER THE NEXT 6 MONTHS OR YEAR?
5. WHAT ONE AREA IS MOST IMPORTANT TO YOUR PROFESSIONAL GROWTH?

SCHOOL PRIORITIES QUESTIONS

- ★ WHERE MIGHT YOUR LEARNING PRIORITIES INTERSECT WITH OUR OVERARCHING SCHOOL GOALS OR VISION?
- ★ INSERT HERE

SMART GOALS

SEPTEMBER 2021 COLLAB

GUIDING QUESTIONS: PGP

1. WHAT DO YOU WANT TO CELEBRATE FROM THE FIRST MONTH AND A HALF OF SCHOOL?
2. WHAT BARRIERS ARE YOU FACING?
3. WHAT MIGHT YOU BE INTERESTED IN LEARNING, EXPLORING, THINKING MORE ABOUT?
4. WHAT IS THE MOST IMPORTANT CHALLENGE THAT YOU MUST TAKE ON OVER THE NEXT 6 MONTHS OR YEAR?
5. WHAT ONE AREA IS MOST IMPORTANT TO YOUR PROFESSIONAL GROWTH?

SCHOOL PRIORITIES QUESTIONS

- ★ WHERE MIGHT YOUR LEARNING PRIORITIES INTERSECT WITH OUR OVERARCHING SCHOOL GOALS OR VISION?
- ★ INSERT HERE

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SELF-CARE REFLECTION

OCTOBER 2021 COLLAB

GUIDING QUESTIONS

1. WHAT ARE YOU NOTICING ENERGIZE AND PROVIDE VALUE TO YOU ON A DAILY/WEEKLY BASIS?
2. WHAT HABITS ARE YOU COMMITTING TO THAT MAKE YOU AT YOUR BEST?
3. HOW MIGHT WE SUPPORT YOU IN MAINTAINING THOSE HABITS?
4. WHAT PROCESSES AND STRUCTURES FEEL TIGHT? LOOSE? WHAT MIGHT NEED ADJUSTING? HOW?

SCHOOL PRIORITIES QUESTIONS

- ★ INSERT HERE

SELF-CARE REFLECTION

OCTOBER 2021 COLLAB



GUIDING QUESTIONS

1. WHAT ARE YOU NOTICING ENERGIZE AND PROVIDE VALUE TO YOU ON A DAILY/WEEKLY BASIS?
2. WHAT HABITS ARE YOU COMMITTING TO THAT MAKE YOU AT YOUR BEST?
3. HOW MIGHT WE SUPPORT YOU IN MAINTAINING THOSE HABITS?
4. WHAT PROCESSES AND STRUCTURES FEEL TIGHT? LOOSE? WHAT MIGHT NEED ADJUSTING? HOW?



SCHOOL PRIORITIES QUESTIONS

- ★ INSERT HERE



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FEARS & MASKS OCTOBER 2021 COLLAB	FEARS & MASKS OCTOBER 2021 COLLAB
 <p>GUIDING QUESTIONS FEARS & MASKS</p> <ul style="list-style-type: none"> ★ WHAT FEAR MIGHT BE HOLDING YOU BACK AS A TEACHER, LEADER, MENTOR? TELL ME MORE ABOUT THAT... ★ WHAT ARE YOU AFRAID PEOPLE (COLLEAGUES, PARENTS, STUDENTS, ADMINISTRATORS) MIGHT SEE? ★ WHAT ARE YOU AFRAID OF ADMITTING TO YOURSELF? ★ HOW MIGHT YOU FACE THAT FEAR/MASK AND MOVE PAST IT? WHAT WORK NEEDS TO HAPPEN TO DO THIS? ★ WHAT SUPPORT MIGHT YOU NEED IN THIS PROCESS? <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>	 <p>GUIDING QUESTIONS FEARS & MASKS</p> <ul style="list-style-type: none"> ★ WHAT FEAR MIGHT BE HOLDING YOU BACK AS A TEACHER, LEADER, MENTOR? TELL ME MORE ABOUT THAT... ★ WHAT ARE YOU AFRAID PEOPLE (COLLEAGUES, PARENTS, STUDENTS, ADMINISTRATORS) MIGHT SEE? ★ WHAT ARE YOU AFRAID OF ADMITTING TO YOURSELF? ★ HOW MIGHT YOU FACE THAT FEAR/MASK AND MOVE PAST IT? WHAT WORK NEEDS TO HAPPEN TO DO THIS? ★ WHAT SUPPORT MIGHT YOU NEED IN THIS PROCESS? <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>



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TIME AS A GIFT NOVEMBER 2021 COLLAB	TIME AS A GIFT NOVEMBER 2021 COLLAB
 <p>STEP 1: STUDENT GROWTH GOAL</p> <p>☐ GO BACK TO OUR SEPTEMBER CONVERSATION ON YOUR COACHING DOCUMENT IN YOUR GOOGLE DRIVE.</p> <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT SKILLS DID YOU IDENTIFY AS THE MOST IMPORTANT TO YOUR STUDENTS' SUCCESS THIS YEAR? ★ DO A QUICK AUDIT OF YOUR CLASS TIME AND ASSESS HOW MUCH TIME (APPROX % IS SPENT ON THOSE SKILLS). ★ WHAT ARE YOU NOTICING ABOUT YOUR USE OF TIME? WHAT NEEDS TO CONTINUE? WHAT MIGHT NEED ADJUSTMENT? ★ HOW MIGHT YOU TRACK STUDENTS' PROGRESS WITH THIS SKILL? WHAT IS THE DATA TELLING YOU ABOUT STUDENT GROWTH? <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>	 <p>STEP 1: STUDENT GROWTH GOAL</p> <p>☐ GO BACK TO OUR SEPTEMBER CONVERSATION ON YOUR COACHING DOCUMENT IN YOUR GOOGLE DRIVE.</p> <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT SKILLS DID YOU IDENTIFY AS THE MOST IMPORTANT TO YOUR STUDENTS' SUCCESS THIS YEAR? ★ DO A QUICK AUDIT OF YOUR CLASS TIME AND ASSESS HOW MUCH TIME (APPROX % IS SPENT ON THOSE SKILLS). ★ WHAT ARE YOU NOTICING ABOUT YOUR USE OF TIME? WHAT NEEDS TO CONTINUE? WHAT MIGHT NEED ADJUSTMENT? ★ HOW MIGHT YOU TRACK STUDENTS' PROGRESS WITH THIS SKILL? WHAT IS THE DATA TELLING YOU ABOUT STUDENT GROWTH? <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>



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<h2>COLLECTIVE EFFICACY</h2> <h3>NOVEMBER 2021 COLLAB</h3>  <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT EXPERIENCES HAVE YOU CREATED THIS YEAR THAT HAVE THE OPPORTUNITY TO TRANSCEND THIS YEAR/THIS GROUP OF STUDENTS? ★ WHAT DATA SUPPORTS YOUR THINKING? ★ WHAT ABOUT THIS EXPERIENCE MAKES IT POWERFUL FOR STUDENTS? ★ HOW MIGHT THIS EXPERIENCE IMPACT OTHERS IN OUR SCHOOL COMMUNITY? HOW MIGHT OUR SCHOOL COMMUNITY LEARN FROM THIS EXPERIENCE? ★ WHAT CHANGES WOULD YOU MAKE TO THE EXPERIENCE FOR THE FUTURE? <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>	<h2>COLLECTIVE EFFICACY</h2> <h3>NOVEMBER 2021 COLLAB</h3>  <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT EXPERIENCES HAVE YOU CREATED THIS YEAR THAT HAVE THE OPPORTUNITY TO TRANSCEND THIS YEAR/THIS GROUP OF STUDENTS? ★ WHAT DATA SUPPORTS YOUR THINKING? ★ WHAT ABOUT THIS EXPERIENCE MAKES IT POWERFUL FOR STUDENTS? ★ HOW MIGHT THIS EXPERIENCE IMPACT OTHERS IN OUR SCHOOL COMMUNITY? HOW MIGHT OUR SCHOOL COMMUNITY LEARN FROM THIS EXPERIENCE? ★ WHAT CHANGES WOULD YOU MAKE TO THE EXPERIENCE FOR THE FUTURE? <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>
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<h2>IS IT IN A SYSTEM</h2> <h3>DECEMBER 2021 COLLAB</h3>  <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT SYSTEMS ADD VALUE AND ENERGY TO YOU? ★ WHAT SYSTEMS PROVIDE YOU WITH OPPORTUNITIES TO COLLABORATE AND CONNECT WITH OTHERS? ★ WHERE MIGHT YOU BE LOSING ENERGY AND TIME NAVIGATING SYSTEMS? ★ WHERE MIGHT YOU BE SPENDING TIME THAT YOU FEEL COULD BECOME MORE VALUABLE? ★ WHAT SYSTEMS NEED LESS RESTRICTIONS? ★ WHAT SYSTEMS ARE WORKING FOR YOU? ★ WHAT SYSTEMS MIGHT NEED TO BE BETTER INTEGRATED WITH OTHER SYSTEMS, UPDATED, OR IMPROVED? <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>	<h2>IS IT IN A SYSTEM</h2> <h3>DECEMBER 2021 COLLAB</h3>  <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT SYSTEMS ADD VALUE AND ENERGY TO YOU? ★ WHAT SYSTEMS PROVIDE YOU WITH OPPORTUNITIES TO COLLABORATE AND CONNECT WITH OTHERS? ★ WHERE MIGHT YOU BE LOSING ENERGY AND TIME NAVIGATING SYSTEMS? ★ WHERE MIGHT YOU BE SPENDING TIME THAT YOU FEEL COULD BECOME MORE VALUABLE? ★ WHAT SYSTEMS NEED LESS RESTRICTIONS? ★ WHAT SYSTEMS ARE WORKING FOR YOU? ★ WHAT SYSTEMS MIGHT NEED TO BE BETTER INTEGRATED WITH OTHER SYSTEMS, UPDATED, OR IMPROVED? <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>
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<h2 style="text-align: center;">DATA ANALYSIS</h2> <p style="text-align: center;">DECEMBER 2021 COLLAB</p>  <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT DOES THE (INSERT TYPE - KPREP, MAP, COMMON ASSESSMENT, INTERIM ASSESSMENT, CERT) DATA TELL YOU ABOUT STUDENT LEARNING RELATED TO SPECIFIC SKILLS? ★ WHAT DOES THE DATA TELL YOU ABOUT STUDENT NEEDS? ★ WHAT ENDURING SKILLS AND STANDARDS MIGHT YOU TARGET FOR WHOLE CLASS REVIEW? ★ HOW MIGHT YOU TARGET SKILL DEFICITS WITH SMALL GROUPS? WHAT SKILLS DO WHICH GROUPS OF STUDENTS NEED? ★ WHAT ARE THE IMPLICATIONS ON YOUR STUDENT GROWTH GOAL? <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>	<h2 style="text-align: center;">DATA ANALYSIS</h2> <p style="text-align: center;">DECEMBER 2021 COLLAB</p>  <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT DOES THE (INSERT TYPE - KPREP, MAP, COMMON ASSESSMENT, INTERIM ASSESSMENT, CERT) DATA TELL YOU ABOUT STUDENT LEARNING RELATED TO SPECIFIC SKILLS? ★ WHAT DOES THE DATA TELL YOU ABOUT STUDENT NEEDS? ★ WHAT ENDURING SKILLS AND STANDARDS MIGHT YOU TARGET FOR WHOLE CLASS REVIEW? ★ HOW MIGHT YOU TARGET SKILL DEFICITS WITH SMALL GROUPS? WHAT SKILLS DO WHICH GROUPS OF STUDENTS NEED? ★ WHAT ARE THE IMPLICATIONS ON YOUR STUDENT GROWTH GOAL? <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>
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<h2 style="text-align: center;">UNFINISHED</h2> <h3 style="text-align: center;">MAKING MAGIC</h3> <p style="text-align: center;">JANUARY 2022 COLLAB</p>  <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT IS YOUR VISION FOR... (PGP GOAL) ★ IN THE BEST CASE SCENARIO, WHAT WOULD ... (PGP GOAL)... LOOK LIKE? ★ WHAT IS THE PURPOSE OF ... (PGP GOAL) FOR YOU? ★ WHAT DO YOU HOPE TO GAIN? ★ WHERE ARE YOU ON THE PATH TOWARDS MEETING THIS GOAL? WHERE MIGHT THERE BE ALIGNMENT IN STEPS TAKEN/PLANNED TO THE PURPOSE? WHERE MIGHT STEPS TAKEN/PLANNED NOT ALIGN TO THE PURPOSE? ★ WHAT ELEMENTS ESSENTIAL TO ENERGIZING YOUR WORK? ★ WHERE ARE BLINDSPOTS? ★ WHAT NEEDS TO BE SIMPLIFIED? <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>	<h2 style="text-align: center;">UNFINISHED</h2> <h3 style="text-align: center;">MAKING MAGIC</h3> <p style="text-align: center;">JANUARY 2022 COLLAB</p>  <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> ★ WHAT IS YOUR VISION FOR... (PGP GOAL) ★ IN THE BEST CASE SCENARIO, WHAT WOULD ... (PGP GOAL)... LOOK LIKE? ★ WHAT IS THE PURPOSE OF ... (PGP GOAL) FOR YOU? ★ WHAT DO YOU HOPE TO GAIN? ★ WHERE ARE YOU ON THE PATH TOWARDS MEETING THIS GOAL? WHERE MIGHT THERE BE ALIGNMENT IN STEPS TAKEN/PLANNED TO THE PURPOSE? WHERE MIGHT STEPS TAKEN/PLANNED NOT ALIGN TO THE PURPOSE? ★ WHAT ELEMENTS ESSENTIAL TO ENERGIZING YOUR WORK? ★ WHERE ARE BLINDSPOTS? ★ WHAT NEEDS TO BE SIMPLIFIED? <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>
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 <p>JANUARY 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p>  <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>	 <p>JANUARY 2022 COLLAB</p>  <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p>  <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>
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 <p>FEBRUARY 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p>  <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>	 <p>FEBRUARY 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p>  <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>
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<p>FEBRUARY 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p>  <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>	<p>FEBRUARY 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p>  <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>
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<p> MORE THAN LUCK MARCH 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p>  <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>	<p> MORE THAN LUCK MARCH 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p>  <p>SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>
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MARCH 2022 COLLAB	MARCH 2022 COLLAB
<p>GUIDING QUESTIONS</p> <p>★ CREATE YOUR OWN!</p> <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>	<p>GUIDING QUESTIONS</p> <p>★ CREATE YOUR OWN!</p> <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p>







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WHERE ARE WE NOW? APRIL 2022 COLLAB	WHERE ARE WE NOW? APRIL 2022 COLLAB
<p>GUIDING QUESTIONS</p> <p>★ CREATE YOUR OWN!</p> <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p> 	<p>GUIDING QUESTIONS</p> <p>★ CREATE YOUR OWN!</p> <p>SCHOOL PRIORITIES QUESTIONS</p> <p>★ INSERT HERE</p> 

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<p style="text-align: center;">APRIL 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p><small>Contact Hannah Scott at Hannah.Scott@nelson.kyschools.us for permission to modify or edit the materials. Materials will be shared with full editing rights and administrators will be granted permission to copy and edit the materials.</small></p> </div> <p style="text-align: center;">SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>	<p style="text-align: center;">APRIL 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p><small>Contact Hannah Scott at Hannah.Scott@nelson.kyschools.us for permission to modify or edit the materials. Materials will be shared with full editing rights and administrators will be granted permission to copy and edit the materials.</small></p> </div> <p style="text-align: center;">SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>
<p style="text-align: center;">END OF YEAR REVIEW <i>WHERE HAVE WE BEEN?</i></p> <p style="text-align: center;">MAY 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p><small>Contact Hannah Scott at Hannah.Scott@nelson.kyschools.us for permission to modify or edit the materials. Materials will be shared with full editing rights and administrators will be granted permission to copy and edit the materials.</small></p> </div> <p style="text-align: center;">SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>	<p style="text-align: center;">END OF YEAR REVIEW <i>WHERE HAVE WE BEEN?</i></p> <p style="text-align: center;">MAY 2022 COLLAB</p> <p>GUIDING QUESTIONS ★ CREATE YOUR OWN!</p> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p><small>Contact Hannah Scott at Hannah.Scott@nelson.kyschools.us for permission to modify or edit the materials. Materials will be shared with full editing rights and administrators will be granted permission to copy and edit the materials.</small></p> </div> <p style="text-align: center;">SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE</p>

MAY 2022 COLLAB	
GUIDING QUESTIONS ★ CREATE YOUR OWN! 	GUIDING QUESTIONS ★ CREATE YOUR OWN! 
<p>Contact Hannah Scott at Hannah.Scott@nelson.kyschools.us for permission to modify or edit the materials. Materials will be shared with full editing rights and administrators will be granted permission to copy and edit the materials.</p>	
SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE	SCHOOL PRIORITIES QUESTIONS ★ INSERT HERE

STUDENT VOICE REFLECTION	
 <p>Step 1: Locate Student Voice Reflection Document</p> <ul style="list-style-type: none"> <input type="checkbox"/> This is a Google form in our shared team drive. <input type="checkbox"/> Review data <input type="checkbox"/> Compare to previous years (if applicable) 	 <p>Step 1: Locate Student Voice Reflection Document</p> <ul style="list-style-type: none"> <input type="checkbox"/> This is a Google form in our shared team drive. <input type="checkbox"/> Review data <input type="checkbox"/> Compare to previous years (if applicable)
GUIDING QUESTIONS <ol style="list-style-type: none"> WHAT DO YOU WANT TO CELEBRATE? WHAT DO YOU WANT TO THINK MORE ABOUT? WHAT ONE AREA MIGHT BE MOST IMPORTANT TO YOUR PROFESSIONAL GROWTH? HOW CAN THE STUDENT VOICE PROCESS BE MORE VALUE DRIVEN FOR YOU?  	GUIDING QUESTIONS <ol style="list-style-type: none"> WHAT DO YOU WANT TO CELEBRATE? WHAT DO YOU WANT TO THINK MORE ABOUT? WHAT ONE AREA MIGHT BE MOST IMPORTANT TO YOUR PROFESSIONAL GROWTH? HOW CAN THE STUDENT VOICE PROCESS BE MORE VALUE DRIVEN FOR YOU?  
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Appendix M: Living Coaching Narrative

[INSERT SCHOOL VISION STATEMENT]

LIVING COACHING NARRATIVE

CERTIFIED CLASSROOM LEADERS

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LEADER:

2020-21

SECTION 1: ANSWER THE FOUR ESSENTIAL QUESTIONS BEFORE THE FIRST COACHING CONVERSATION. USE THE QUESTIONS IN THE BOX AS SECONDARY QUESTIONS FOR GUIDANCE. IT IS OKAY IF YOU DO NOT HAVE THE ANSWER TO ALL OF THE GUIDING QUESTIONS DURING THE FIRST QUARTER. REFLECT ON ANSWERS QUARTERLY IN THE BOXES. IT IS OKAY IF YOUR ANSWERS CHANGE OVER TIME.

WHO AM I?

WHAT DO I LOVE?
WHAT COULD I TALK ABOUT ENTHUSIASTICALLY FOR HOURS ON END?
WHAT WAKES ME UP, EXCITED TO JUMP OUT OF BED AND START MY DAY?
WHAT TYPES OF THINGS DO I FIND MYSELF ENGAGING IN AND BECOMING EMOTIONALLY INVESTED DESPITE OBSTACLES?
IF MONEY WERE NO ISSUE, WHAT WOULD I DO?

WHERE CAN I MAKE A DIFFERENCE?

WHERE DO I ADD THE MOST VALUE TO OTHERS?
WITH WHAT TYPES OF PROBLEMS, DO PEOPLE SEEK GENERALLY OUT MY ADVICE?
WHAT COULD YOU BECOME AN EXPERT AT WITH A LITTLE MORE EDUCATION AND EXPERIENCES?

[INSERT SCHOOL MISSION STATEMENT]

[INSERT SCHOOL VISION STATEMENT]

LIVING COACHING NARRATIVE

CERTIFIED CLASSROOM LEADERS

WHAT DOES THE WORLD NEED?

WHAT WOULD I LIKE TO SEE CHANGE IN THE WORLD?
WHAT KEEPS ME AWAKE AT NIGHT?
WHAT DO I OFFER MY STUDENTS AND SCHOOL THAT MY COLLEAGUES DO NOT?
WHAT DOES OUR STUDENTS, STAFF AND COMMUNITY DESERVE?

WHAT ARE MY GOALS WITH SOULS?

WHAT DO I WANT FOR MYSELF, MY STUDENTS, MY COLLEAGUES, MY SCHOOL?
WHAT DO I WANT EVERYDAY TO LOOK LIKE, FEEL LIKE, AND SOUND LIKE IN MY CLASSROOM AND SCHOOL?
WHERE DO I WANT TO EXPERIENCE THE MOST GROWTH AND LEARNING THIS YEAR?
WHERE AM I STRUGGLING OR FEELING STUCK?

SECTION 2: TO JOURNEY IS TRAVEL FROM ONE LOCATION TO ANOTHER. THERE ARE MULTIPLE CORRECT ROUTES TO THE SAME END

[INSERT SCHOOL MISSION STATEMENT]

[INSERT SCHOOL VISION STATEMENT]

LIVING COACHING NARRATIVE

CERTIFIED CLASSROOM LEADERS

LOCATION. THERE ARE OPPORTUNITIES FOR CHANGING DIRECTION, TURNING AROUND, STOPPING AND REFLECTING. SCHOOL PRIORITIES PROVIDE A LENS FROM WHICH TO FOCUS ON OUR COMMON GOALS WITHIN THE KY FRAMEWORK OF EFFECTIVE TEACHING. YOUR GROWTH PRIORITIES PROVIDE THE SPACE TO FOCUS ON THE PROFESSIONAL LEARNING AND GROWTH THAT IS IMPORTANT TO YOU. GLOWS, GROWS, AND WONDERINGS PROVIDES A PLACE TO CELEBRATE, OFFER SUGGESTIONS, AND ASK QUESTIONS THAT MEDIATE OUR THINKING. THIS SPACE IS TWO-WAY DIALOGUE THAT CAN BE INITIATED BY COACH OR COACHEE (I.E. YOU CAN REFLECT ON THAT ACTIVITY THAT YOU ROCKED YESTERDAY AND WHY OR YOU CAN ASK QUESTIONS OF YOUR COACH THAT HELP US THINK ANEW!).

CLASSROOM JOURNEY	
SCHOOL PRIORITIES	GLOWS, GROWS, & WONDERINGS
[INSERT PRIORITY 1 WITH DATE] • [INSERT CHECKPOINTS OR QUESTIONS/PHRASES FOR GUIDANCE]	
[INSERT PRIORITY 2 WITH DATE] • [INSERT CHECKPOINTS OR QUESTIONS/PHRASES FOR GUIDANCE]	
[INSERT PRIORITY 3 WITH DATE] • [INSERT CHECKPOINTS OR QUESTIONS/PHRASES FOR GUIDANCE]	
MY PROFESSIONAL JOURNEY	
MY GROWTH PRIORITIES	GLOWS, GROWS, & WONDERINGS
[INSERT PRIORITY 1 WITH DATE] • [INSERT CHECKPOINTS OR	

[INSERT SCHOOL MISSION STATEMENT]

[INSERT SCHOOL VISION STATEMENT]

LIVING COACHING NARRATIVE

CERTIFIED CLASSROOM LEADERS

QUESTIONS/PHRASES FOR GUIDANCE <small>*DO NOT EXCEED 3 PRIORITIES UNLESS THESE HAVE EVOLVED OVER THE COURSE OF THE YEAR INTO NEW PRIORITIES.</small>	
---	--

SECTION 3: AS YOU LEAVE EACH COACHING CONVERSATION REFLECT USING THE GUIDING QUESTIONS AS NEEDED.

REFLECTION... What are you leaving this conversation thinking about? What are some possible next steps? What might be an area that you would like to dig into (or delve deeper into) in the future? How did this conversation help you? Are there needs that you hoped to discuss that weren't addressed with this coaching conversation?	
SCHOLAR:	SCHOLAR:

[INSERT SCHOOL MISSION STATEMENT]

Appendix N: Questioning Techniques



PREMISES OF COACHING

- ❑ We are in the business of building capacity in others!
- ❑ By the nature of our humanity and of our professions, we value education, learning, and the growth process.
- ❑ Giving answers does not facilitate learning.
- ❑ Asking the right questions mediates thinking and allows for reflection and self-directed learning.
- ❑ Everyone deserves a coach because we all deserve the opportunity to learn and grow.
- ❑ Both parties evolve and grow from the coaching process.

WHAT'S THE BIG DEAL ABOUT ASKING THE RIGHT QUESTIONS?

GOOD COACHING QUESTIONS ARE...

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UNCOVER UNDERLYING...



OPEN-ENDED

MEANING: WE ASK QUESTIONS THAT DO NOT HAVE A ONE WORD ANSWER. THESE ARE QUESTIONS THAT INVITE THE OTHER PARTY TO BOTH THINK AND EXPLAIN THEIR THINKING. THEY ARE NOT 'LOADED' OR 'LEADING' IN NATURE.

Example: What would you like to see improved? Tell me more about that...



Non-example: Do we need to improve?

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ASSUME POSITIVE INTENT

MEANING: OPERATE UNDER THE ASSUMPTION THAT ALL OF US WANT TO BE SUCCESSFUL IN OUR ROLES AND HAVE THE RIGHT INTENTIONS. ALSO ASSUMES THAT WE ARE ALL CAPABLE.

Example: What need could his behavior serve? How could it be met in other ways?

Non-example: Did you figure out why he was he so out of control?

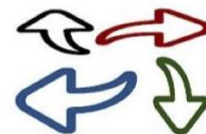


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PLURAL

MEANING: SUGGEST THAT THERE IS MORE THAN ONE CORRECT ANSWER.

Example: What are some approaches that you could take to solve this problem?



Non-example: What approach could you take to solve this problem?

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TENTATIVE

MEANING: ALLOW FOR THE POSSIBILITY THAT WE MIGHT NOT BE ASKING THE RIGHT QUESTION AND DON'T MAKE ASSUMPTIONS ABOUT THE OTHER PARTY'S ANSWER.

Example: How might your beliefs about teaching and learning connect to this classroom structure?

Non-example: How does your beliefs about teaching and learning connect to this classroom structure?



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WAIT TIME

MEANING: WE ALLOW PEOPLE TO DIGEST THE QUESTION AND THINK ABOUT THEIR ANSWER (EVEN THINKING ALOUD SOMETIMES) AT THEIR PROCESSING SPEED.



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INDIVIDUALIZED

MEANING: WE ASK RELEVANT QUESTIONS TO THE CURRENT COACHING NARRATIVE, WHILE COACHING CARDS MIGHT BE USED AS A STARTING POINT AND A PLACE TO RETURN TO, THEY ARE NOT ALL INCLUSIVE. FOLLOW UP QUESTIONS ARE POWERFUL TOOLS.



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DIVERGENT

Example: Suppose there were no bells, no credits, and no grades. What might school look like?

Non-example: Describe our school's 21st century structures?



MEANING: WE ASK QUESTIONS THAT ALLOW THE OTHER PARTY TO EXPLORE DIFFERENT PATHS AND CREATE VARIATIONS TO SOLUTIONS INSTEAD OF CONVERGE ON A SOLUTION. THESE QUESTIONS OPEN UP THE POSSIBILITY FOR CREATIVITY AND FOR THE PERSON TO THINK DIFFERENTLY.

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BLOOM'S TAXONOMY MATTERS



Picture Credit Learning Tribes. (n.d.). How To create learning objectives using bloom's taxonomy. Retrieved March 7, 2021, from <https://learningtribes.com/how-to-create-learning-objectives-using-bloom-taxonomy/>.

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MEANING: WE ASK A VARIETY OF QUESTIONS PURPOSEFULLY. WE MAY START WITH KNOWLEDGE QUESTIONS BUT MOVE INTO APPLICATION, ANALYSIS, SYNTHESIS AND EVALUATION TO ENGAGE COGNITIVE PROCESSES.

INVITE THINK ALOUDS

MEANING: WE ASK QUESTIONS THAT INVITE THE OTHER PARTY TO PROCESS THE QUESTION (ALOUD IF NEEDED) AND EXPLAIN THEIR THINKING.

Example: Tell me more about that...
Tell me what you are noticing...
Talk me through solving that problem... Walk me through making that decision... Show me those processes...



Non-example: What is the answer? What was the decision?

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ACCOMMODATE THE OTHER PARTY'S LEVEL OF "STUCKNESS"

MEANING: WE SHIFT OUR QUESTIONS BASED ON THE OTHER PARTY'S NEEDS AND READINESS TO RESPOND TO THE ISSUE AT HAND AND BASED ON WHAT/WHY THEY ARE STUCK.

Example: Let's think on this and revisit it another day... What might you want? Describe what that might look like in a perfect world? What (or who) might you be waiting for? What might you be afraid of if you succeed? What might you be afraid of if you fail?

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Non-example: Why can't you get unstuck? Why are you stuck? Do you care?

ASK THE NONDISCUSSABLES

MEANING: HAVE THE COURAGE TO ASK OR INVITE AWKWARD QUESTIONS AROUND THE NONDISCUSSABLES... WHATEVER IS GOING ON IN THE SCHOOL THAT IS TALKED ABOUT IN WHISPERS OR INDIRECTLY.

Example: What might be some of our spoken untruths? What might be things we say we do and believe as school but do not fully align our actions? What might be areas of needed growth that you can feel but cannot name? What might be the source of the frustration or anxiety that I feel from faculty?

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Non-example: Who is talking about me? Why doesn't Sarah trust Jackie? Do you think our vision is fake?



WHAT ELSE MATTERS?

- ★ Listening
- ★ Body language
- ★ Eye contact
- ★ Paraphrasing for accuracy of received message
- ★ Asking the right follow up questions
- ★ Talk time (the coach should be talking the most)
- ★ Space - warm and inviting
 - No barriers (no phones, computers, or tables between you)
- ★ Alternating between comfort and risk zone.
 - Avoiding the danger zone

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Appendix O: Impartial Coaching

IMPARTIAL COACHING

- 1 ID PROFESSIONAL BIAS
- 2 AWARE OF COMMON COGNITIVE BIAS
- 3 USE QUESTIONING TECHNIQUES
 - ★ TO CONTROL PERSONAL BIAS
 - ★ TO ASSIST COACHEE TO ID THEIR BIAS
- 4 RECEPTIVE TO OTHER PERSPECTIVES

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ID PROFESSIONAL BIAS

GENERAL

- ☐ What might be some of my biases? Tool for uncovering subconscious personal biases: <https://implicit.harvard.edu/implicit/takeatest.html>
- ☐ What might be some general assumptions and beliefs that I have about what teaching and learning should and should look like?
- ☐ What might be some general assumptions and beliefs that I have about what an exemplary teacher looks like and what an ineffective teacher looks like?
- ☐ What might be some general assumptions and beliefs that I have about why teachers or teaching practices are ineffective? Why learners might not be not learning?
- ☐ What might be personality types, job roles, or other characteristics of people that I prefer working with?
- ☐ What area of expertise might you bring to the table that might impact your listening or others' sharing?
- ☐ In what ways might your behavior impact others?

SPECIFIC

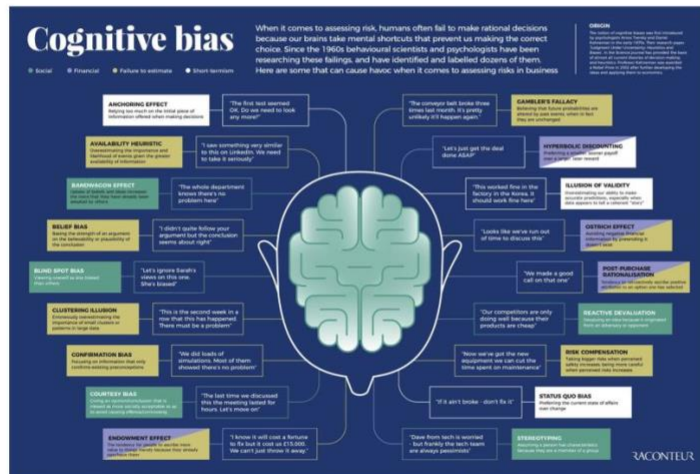
- ☐ Do I have an automatic feeling or judgment (positive or negative) about a person I am coaching?
- ☐ Am I being reminded of someone?
- ☐ What in my background is being triggered by this person or circumstance?
- ☐ How might this bias affect our coaching relationship?

NEXT STEPS

- ☐ What patterns in my decision making am I noticing that might be impacted by my biases?
- ☐ How might I consciously intervene to mitigate the impact of these biases?
- ☐ What might accountable partners in mitigating the impact of these biases look like?



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Photo Credit: Desjardins, J. March 3, 2018. 18 Cognitive bias examples show why mental mistakes get made. Visual Capitalist. Retrieved from: <https://www.visualcapitalist.com/18-cognitive-bias-examples-mental-mistakes/>

COGNITIVE BIAS

COGNITIVE BIAS

GENERAL

- ☐ Which cognitive bias(es) might you use a mental shortcut more frequently than others?
- ☐ What underlying assumptions, values or needs might be met by this cognitive bias?

SPECIFIC

- ☐ How might these cognitive biases impact my coaching relationships?

NEXT STEPS

- ☐ What patterns in my decision making am I noticing that might be impacted by my cognitive biases?
- ☐ How might I consciously intervene to mitigate the impacts of these biases?
- ☐ What might accountability partners in mitigating the impact of these cognitive biases look like?

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QUESTIONING TECHNIQUES

GENERAL

- ☐ What might I be learning from engaging in the coaching process?
- ☐ What might I learn from answering the question: who is doing most of the talking during coaching conversations?
- ☐ What might my body language communicate to an observer?
- ☐ Where might there be consistency and inconsistency in the coaching processes?
- ☐ Where might the boundaries between my roles be blurred or lacking clarity?

SPECIFIC

- ☐ What steps might I take to ensure that my questions are non-leading, have multiple paths, and are open?
- ☐ How might I create safe non-evaluative spaces for coaching?
- ☐ In what ways might I intentionally separate my coaching role from my evaluator role (and other roles)?

NEXT STEPS

- ☐ What patterns in my questioning techniques am I noticing might need adjustment?
 - ☐ How might I consciously intervene to mitigate the impacts of unclear or blurred boundaries between roles?
 - ☐ What might accountability partners in mitigating the impact of these unclear boundaries between roles look like?
 - ☐ How might I ask questions that allow my coachee to discover their underlying assumptions about teaching and learning so they can look for their own bias?
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RECEPTIVE TO OTHER PERSPECTIVES

GENERAL

- ☐ What might be my purpose(s) for listening during my coaching conversations?
- ☐ How might this purpose(s) be working for me?
- ☐ What might my body language communicate to an observer?
- ☐ What might my typical initial response to a problem communicate to an observer?
- ☐ How might my strengths and weaknesses as a team member contribute to or take away from my coaching conversations?
- ☐ Where might the identity of me and the identity of we as a coaching partnership, team, or school begin?

SPECIFIC

- ☐ How might the people in my inner circle be described in relation to me in terms of their beliefs and values around teaching and learning?
- ☐ Why might I feel the need to close off or shut down perspectives that differ or are opposite from mine?
- ☐ Describe the best possible scenario in which I am receptive to all other perspectives.
- ☐ How might I maintain authenticity to my identity while yielding to the identity of others around me?

NEXT STEPS

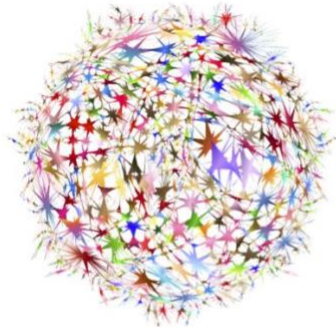
- ☐ How might I regularly seek feedback from my coaching partners?
- ☐ What might it look like to have a coach that pushes my thinking and challenges my assumptions?

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Appendix P: Systems Check

SYSTEM CHECK



PRELIMINARY QUESTIONS

IS CONNECTED TO OUR
VISION? PRIORITIES?

YES

IS IT IN A
SYSTEM?

YES



WHY ARE WE DOING IT?



CREATE ONE!

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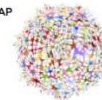
OVERALL

GUIDING QUESTIONS

1. WHAT SYSTEMS ADD VALUE AND ENERGY TO YOU?
2. WHAT SYSTEMS PROVIDE YOU WITH OPPORTUNITIES TO COLLABORATE AND CONNECT WITH OTHERS?
3. WHERE MIGHT YOU BE LOSING ENERGY AND TIME NAVIGATING SYSTEMS?
4. WHERE MIGHT YOU BE SPENDING TIME THAT YOU FEEL COULD BECOME MORE VALUABLE? WHAT SYSTEMS NEED LESS RESTRICTIONS?
5. WHAT SYSTEMS ARE WORKING FOR YOU?
6. WHAT SYSTEMS MIGHT NEED TO BE BETTER INTEGRATED WITH OTHER SYSTEMS, UPDATED, OR IMPROVED?

☐ KEEP AS IS ☐ MINOR ADJUSTMENTS ☐ MAJOR OVERHAUL ☐ SCRAP

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SPECIFIC SYSTEMS

CALENDAR CONTROL

1. WHO IS IN CONTROL OF YOUR TIME (AKA CALENDAR)?
2. WHAT TENSIONS MIGHT YOU FACE IN CALENDAR CONTROL? HOW MIGHT THESE TENSIONS BE ALLEVIATED?
3. IN CONDUCTING AN AUDIT OF YOUR VISION AND BIG 3 PRIORITIES, WHAT PERCENT OF YOUR TIME EACH DAY/WEEK IS SPENT ON EACH?
4. WHAT MIGHT YOU HAVE LEARNED FROM THE AUDIT OF YOUR DAY/WEEK?
5. WHERE MIGHT YOU CONTINUE TO SPEND TIME AFTER THE AUDIT? WHERE MIGHT YOU ADD TIME/TAKE AWAY TIME FOLLOWING THE AUDIT?
6. WHAT MIGHT THE PEOPLE YOU COACH SAY ABOUT THE VALUE YOU PLACE ON THIS COACHING TIME?
7. WHAT IS WORKING WITHIN THE CALENDAR CONTROL SYSTEM?
8. HOW MIGHT YOUR CONTROL CONTROL SYSTEM BE IMPROVED TO SAVE YOU TIME AND ENERGY?

☐ KEEP AS IS ☐ MINOR ADJUSTMENTS ☐ MAJOR OVERHAUL ☐ SCRAP

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SPECIFIC SYSTEMS

LIVE COACHING NARRATIVE

1. WHAT TENSIONS MIGHT YOU BE YOU FACING AS YOU UTILIZE THE LIVE COACHING DOCUMENT? HOW MIGHT THIS TENSION BE ALLEVIATED?
2. WHAT IS WORKING WITHIN THE LIVE COACHING DOCUMENT?
3. WHAT MIGHT NEED TO BE IMPROVED WITHIN THE COACHING DOCUMENT TO SAVE YOU TIME AND ENERGY?
4. HOW MIGHT YOU LEARN TO WHAT EXTENT COACHING DOCUMENT IS WORKING FOR TEACHERS?
5. WHAT MIGHT BE MISSING ON THE COACHING DOCUMENT? WHAT MIGHT NOT BE NEEDED ON THE COACHING DOCUMENT?

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SPECIFIC SYSTEMS

COACHING CARDS

1. WHAT TENSIONS ARE YOU FACING AS YOU USE THE COACHING CARDS THAT YOU CREATED (OR MODIFIED)? HOW MIGHT THIS TENSION BE ALLEVIATED?
2. WHAT IS WORKING WITH THE COACHING CARDS?
3. WHAT MIGHT NEED TO BE IMPROVED WITHIN THE COACHING CARD SYSTEM TO SAVE YOU TIME AND ENERGY?
4. WHERE MIGHT YOU SHINE WITH QUESTIONING TECHNIQUES? WHERE MIGHT YOU STRUGGLE WITH QUESTIONING TECHNIQUES?
5. WHERE MIGHT YOU SEE ALIGNMENT ACROSS COACHING CONVERSATIONS WITH YOUR ADMINISTRATION TEAM AND SCHOOL VISION? WHERE MIGHT YOU SEE AUTONOMY IN INDIVIDUAL COACHING?
6. HOW MIGHT YOU PREPARE FOR FOLLOW UP QUESTIONS IN INDIVIDUAL COACHING SESSIONS?

☐ KEEP AS IS ☐ MINOR ADJUSTMENTS ☐ MAJOR OVERHAUL ☐ SCRAP

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SPECIFIC SYSTEMS

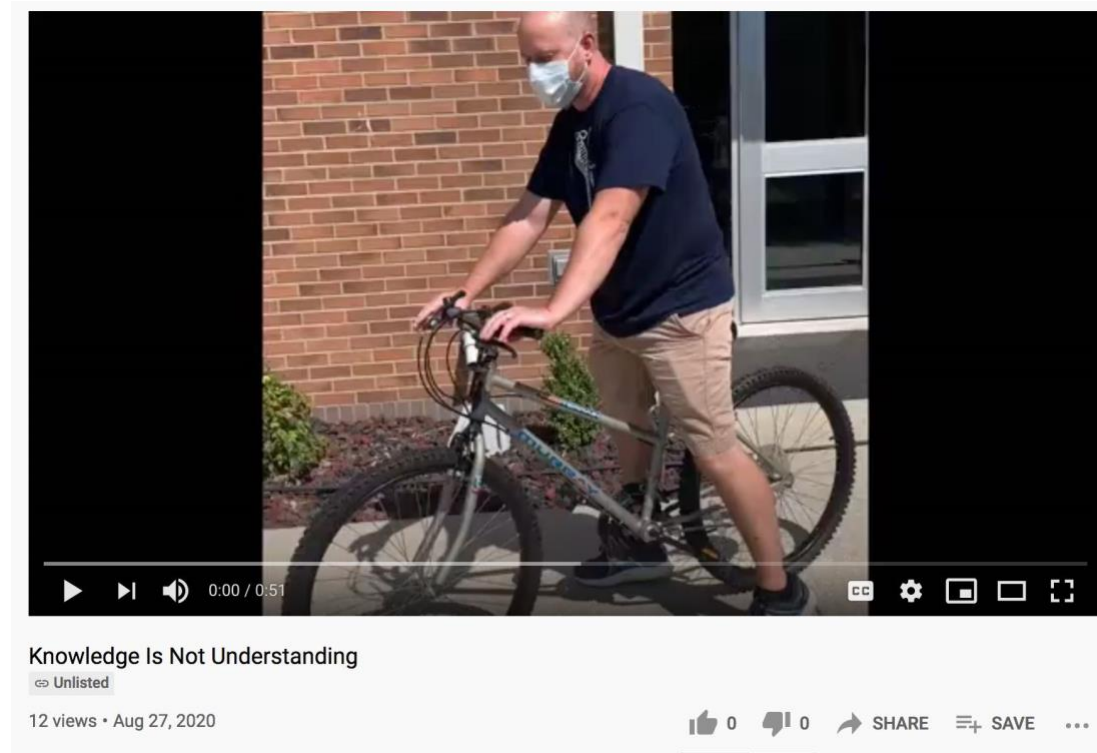
OTHER (FOR EXAMPLE PRIORITY SYSTEMS)

1. WHAT IS THE SYSTEM THAT YOU ARE CHECKING?
2. IN WHAT WAYS MIGHT IT ADD VALUE TO YOU, YOUR TEAM, YOUR ORGANIZATION?
3. IN WHAT WAYS MIGHT IT TAKE AWAY VALUE FROM YOU, YOUR TEAM, YOUR ORGANIZATION?
4. HOW DO YOU FEEL WHEN YOU THINK ABOUT THE SYSTEM? WHY MIGHT THIS BE?
5. HOW MIGHT THIS SYSTEM ALIGN TO YOUR VISION AND PRIORITIES?
6. WHERE MIGHT THIS SYSTEM FIT WITHIN THE COACHING PROCESS?
7. IN A PERFECT WORLD, WHAT MIGHT THIS SYSTEM LOOK LIKE? FEEL LIKE? SOUND LIKE?
8. HOW MIGHT THE SYSTEM BE SIMPLIFIED?

☐ KEEP AS IS ☐ MINOR ADJUSTMENTS ☐ MAJOR OVERHAUL ☐ SCRAP

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Appendix Q: Backwards Bicycle



Appendix R: Teachers Need Real Feedback

Bill Gates

TED Talks Education

Teachers Need Real Feedback

Translated by Joseph Geni

Reviewed by Morton Bast

Everyone needs a coach. It doesn't matter whether you're a basketball player, a tennis player, a gymnast or a bridge player. (Laughter)

My bridge coach, Sharon Osberg, says there are more pictures of the back of her head than anyone else's in the world. (Laughter) Sorry, Sharon. Here you go.

We all need people who will give us feedback. That's how we improve. Unfortunately, there's one group of people who get almost no systematic feedback to help them do their jobs better, and these people have one of the most important jobs in the world. I'm talking about teachers. When Melinda and I learned how little useful feedback most teachers get, we were blown away. Until recently, over 98 percent of teachers just got one word of feedback: Satisfactory. If all my bridge coach ever told me was that I was "satisfactory," I would have no hope of ever getting better. How would I know who was the best? How would I know what I was doing differently? Today, districts are revamping the way they evaluate teachers, but we still give them almost no feedback that actually helps them improve their practice. Our teachers deserve better. The system we have today isn't fair to them. It's not fair to students, and it's putting America's global leadership at risk. So today I want to talk about how we can help all teachers get the tools for improvement they want and deserve.

Let's start by asking who's doing well. Well, unfortunately there's no international ranking tables for teacher feedback systems. So I looked at the countries whose students perform well academically, and looked at what they're doing to help their teachers improve. Consider the rankings for reading proficiency. The U.S. isn't number one. We're not even in the top 10. We're tied for 15th with Iceland and Poland. Now, out of all the places that do better than the U.S. in reading, how many of them have a formal system for helping teachers improve? Eleven out of 14. The U.S. is tied for 15th in reading, but we're 23rd in science and 31st in math. So there's

really only one area where we're near the top, and that's in failing to give our teachers the help they need to develop their skills.

Let's look at the best academic performer: the province of Shanghai, China. Now, they rank number one across the board, in reading, math and science, and one of the keys to Shanghai's incredible success is the way they help teachers keep improving. They made sure that younger teachers get a chance to watch master teachers at work. They have weekly study groups, where teachers get together and talk about what's working. They even require each teacher to observe and give feedback to their colleagues.

You might ask, why is a system like this so important? It's because there's so much variation in the teaching profession. Some teachers are far more effective than others. In fact, there are teachers throughout the country who are helping their students make extraordinary gains. If today's average teacher could become as good as those teachers, our students would be blowing away the rest of the world. So we need a system that helps all our teachers be as good as the best.

What would that system look like? Well, to find out, our foundation has been working with 3,000 teachers in districts across the country on a project called Measures of Effective Teaching. We had observers watch videos of teachers in the classroom and rate how they did on a range of practices. For example, did they ask their students challenging questions? Did they find multiple ways to explain an idea? We also had students fill out surveys with questions like, "Does your teacher know when the class understands a lesson?" "Do you learn to correct your mistakes?"

And what we found is very exciting. First, the teachers who did well on these observations had far better student outcomes. So it tells us we're asking the right questions. And second, teachers in the program told us that these videos and these surveys from the students were very helpful diagnostic tools, because they pointed to specific places where they can improve. I want to show you what this video component of MET looks like in action.

(Music)

(Video) Sarah Brown Wessling: Good morning everybody. Let's talk about what's going on today. To get started, we're doing a peer review day, okay? A peer review day, and our goal by the end of class is for you to be able to determine whether or not you have moves to prove in your essays.

My name is Sarah Brown Wessling. I am a high school English teacher at Johnston High School in Johnston, Iowa.

Turn to somebody next to you. Tell them what you think I mean when I talk about moves to prove. I've talk about –
I think that there is a difference for teachers between the abstract of how we see our practice and then the concrete reality of it.

Okay, so I would like you to please bring up your papers.

I think what video offers for us is a certain degree of reality. You can't really dispute what you see on the video, and there is a lot to be learned from that, and there are a lot of ways that we can grow as a profession when we actually get to see this. I just have a flip camera and a little tripod and invested in this tiny little wide-angle lens. At the beginning of class, I just perch it in the back of the classroom. It's not a perfect shot. It doesn't catch every little thing that's going on. But I can hear the sound. I can see a lot. And I'm able to learn a lot from it. So it really has been a simple but powerful tool in my own reflection.

All right, let's take a look at the long one first, okay?

Once I'm finished taping, then I put it in my computer, and then I'll scan it and take a peek at it. If I don't write things down, I don't remember them.

So having the notes is a part of my thinking process, and I discover what I'm seeing as I'm writing. I really have used it for my own personal growth and my own personal reflection on teaching strategy and methodology and classroom management, and just all of those different facets of the classroom.

I'm glad that we've actually done the process before so we can kind of compare what works, what doesn't.

I think that video exposes so much of what's intrinsic to us as teachers in ways that help us learn and help us understand, and then help our broader communities understand what this complex work is really all about. I think it is a way to exemplify and illustrate things that we cannot convey in a lesson plan, things you cannot convey in a standard, things that you cannot even sometimes convey in a book of pedagogy.

Alrighty, everybody, have a great weekend. I'll see you later.

[Every classroom could look like that]

(Applause)

Bill Gates: One day, we'd like every classroom in America to look something like that. But we still have more work to do. Diagnosing areas where a teacher needs to

improve is only half the battle. We also have to give them the tools they need to act on the diagnosis. If you learn that you need to improve the way you teach fractions, you should be able to watch a video of the best person in the world teaching fractions.

So building this complete teacher feedback and improvement system won't be easy. For example, I know some teachers aren't immediately comfortable with the idea of a camera in the classroom. That's understandable, but our experience with MET suggests that if teachers manage the process, if they collect video in their own classrooms, and they pick the lessons they want to submit, a lot of them will be eager to participate.

Building this system will also require a considerable investment. Our foundation estimates that it could cost up to five billion dollars. Now that's a big number, but to put it in perspective, it's less than two percent of what we spend every year on teacher salaries.

The impact for teachers would be phenomenal. We would finally have a way to give them feedback, as well as the means to act on it.

But this system would have an even more important benefit for our country. It would put us on a path to making sure all our students get a great education, find a career that's fulfilling and rewarding, and have a chance to live out their dreams. This wouldn't just make us a more successful country. It would also make us a more fair and just one, too.

I'm excited about the opportunity to give all our teachers the support they want and deserve. I hope you are too.

Thank you.

(Applause)

Appendix S: The Myth of Average

Todd Rose at TEDxSonomaCounty (Full Transcript)

The Myth of Average

Announcer: Please welcome to the TEDxSonomaCounty stage Todd Rose.

It's 1952, and the Air Force has a problem. They've got good pilots, flying better planes but they're getting worse results. And they don't know why.

For a while they blamed the pilots. They even blamed the technology. They eventually got around to blaming the flight instructors. But it turned out that the problem was actually with the cockpit. Let me explain.

Imagine you're a fighter pilot. You're operating a machine that in some cases can travel faster than the speed of sound and where issues between success and failure, sometimes life and death, can be measured in split seconds. If you're a fighter pilot, you know that your performance depends fundamentally on the fit between you and your cockpit. Because after all what good is the best technology in the world, if you can't reach the critical instruments when you need them the most?

But this presents a challenge for the Air Force. Because obviously, pilots are not the same size. So, the issue is: How do you design one cockpit that can fit the most individuals? For a long time, it was assumed that you could do this by designing for the average pilot. That almost seems intuitively right. If you design something that's fit for the average sized person, wouldn't it fit most people? It seems right but it's actually wrong.

And 60 years ago, an Air Force researcher, Gilbert Daniels, proved to the world just how wrong this really is and what it was costing us. Here's how he did it. He studied over 4,000 pilots and he measured them on 10 dimensions of size and he asked a very simple question: How many of these pilots are average on all 10 dimensions? The assumption was that most of them would be. Do you know how many really were? Zero. Gilbert Daniels proved that there was no such thing as an average pilot.

Instead, what he found was that every single pilot had what we call a jagged size profile. Right? It means no one is at the same on every dimension. And this makes sense. Just because you're the tallest person doesn't mean you're the heaviest, doesn't mean you have the broadest shoulders, or the longest torso. But this is tricky because

if every pilot has a jagged size profile and you design a cockpit on average you've literally designed it for nobody.

So, the Air Force realized they had a problem. And their response was bold. They banned the average. Meaning that moving forward they refused to buy fighter jets where the cockpit was designed for an average sized pilot. And instead, they demanded that the companies who built these planes designed them to the edges of dimensions of size. Meaning that rather than design for, say, the average height, they wanted a cockpit that could accommodate as close to the shortest pilot and the tallest pilot as the technology would allow.

Now, the companies that made these planes as you could imagine weren't happy, right? They argued and lobbied and they said, it's going to be impossible, or at least impossibly expensive to build a flexible cockpit. But, once they realized that the Air Force wasn't going to budge, suddenly it was possible. And it turned out it wasn't that expensive. And in fact, they made great strides leveraging simple solutions that we all take for granted in our everyday life, like adjustable seats. And as a result, the Air Force not only improved the performance of the pilots that they already had, but they dramatically expanded their talent pool.

And today, we have the most diverse pool of fighter pilots ever. But here's the thing, many of our top pilots would have never fit in a cockpit designed on average. So, most of us have never sat in the cockpit of a \$150 million fighter jet, right? But we've all sat in the classroom. And I would argue — I would argue that these are the cockpits of our economy and I think we all know that we have some problems. We're spending more money than ever before, but we're getting worse results. Whether we're talking about declining test scores in math and science, or our drop-out crisis.

You probably know, that we have over 1.2 million drop-outs every single year in high school in this country. What you may not know is that at least 4% of those dropouts are known to be intellectually gifted. That means we're losing over 50,000 of our brightest minds every single year.

So, we know we have a problem. But do we know why? So far, we've been content to blame the students. We blame the teachers. We even blame the parents. But here's the thing. I think back to the Air Force example and I can't help but wonder, how much of this problem is just bad design?

Here's what I mean. Even though we have one of the most diverse countries in the history of the world, and even though it's the 21st century, we still design our learning environments, like textbooks, for the average student. No kidding. We call it age appropriate. And we think it's good enough. But of course, it's not.

I mean, think about it. What does it even mean to design for an average student? Because a student is not one dimensional, like struggling to gifted. Students vary on many dimensions of learning just like they vary on dimensions of size. Here are a few obvious ones. And just like size, each student, every single one of them, has a jagged learning profile. Meaning, they have strengths, they're average at some things. And they have weaknesses. We all do. Even geniuses have weaknesses. But, if the fighter pilot example has taught us anything, it's this: If you design those learning environments on average, odds are you've designed them for nobody.

So, no wonder we have a problem. We've created learning environments that, because they are designed on average, cannot possibly do what we expected them to do, which is to nurture individual potential. But, think about what that could really cost us. Because every single student has a jagged learning profile, it means that the average hurts everyone, even our best and brightest. Even for them, designing on average destroys talent in at least two ways. First, it makes your talent a liability. We all know kids like this. So unbelievably gifted in one area that their educational environment can't challenge them. We also know what happens. They get bored and a shockingly high number of them drop out.

The second way that designing on average destroys talent is that it means your weakness will make it hard for us to see, let alone nurture, your talent. We all know kids like this as well. Like the kid who's gifted in science but who is a below average reader. Because our science textbooks assume that every kid is reading at grade level, this kid's in trouble. Because for her, science class is first and foremost a reading test. And it's doubtful that we will ever see what she's truly capable of.

Now, it's one thing when our technology does not allow us to do anything other than average. But it is a whole other thing when the technology changes and we can do more but we don't realize it. That's where we are today.

In the last few years, education just like the rest of society has gone digital. If you don't believe me, just consider this fact: U.S. public schools are one of the largest buyers of iPads in the world. Right? So, the question isn't do you want the technology? It's already here. You've already paid for it. The question is: what do you want it to be? And this is where it really gets exciting.

We have a chance right now to use this technology to create learning environments that are so flexible that they truly can nurture the potential of every single individual. Now, you might think that sounds expensive, right? Doesn't have to be. In fact, we can get a long way; we can make great strides, with simple solutions that we take for granted in our everyday digital lives.

Here I am thinking about basic stuff like language translation, support for reading, vocabulary, even the ability of a machine to pronounce a word for you, or read a passage if you want. Basic stuff. But while these are simple solutions, you'll be surprised at how big of an impact they actually have on the lives of individuals. I know I was the first time that I saw it happen.

I was observing a fourth-grade classroom a few years ago and they were participating in a study where we were testing the effectiveness of a new digital science curriculum. Now, I'll be the first to say this new digital version wasn't fancy. In fact, it was pretty basic. The thing that it had going for it though, was that it did not assume that every student in that classroom was reading at grade level.

Now, one of my favorite things about this particular classroom was the teacher. Because she hated technology. And I know this because it's the first thing that she told me when I met her. And, my response was, "OK, why did you sign up for a study that's about technology?" She told me she was willing to go through this in the hopes that it might help one kid in her class. His name was Billy. And Billy as she told me had a mind for science. But he was one of those kids who was a below average reader. And she was hoping this might reach him now while he's still learning to read.

Now, I have to say that actually made me nervous. Because as I said, the technology was pretty basic. And I didn't want to disappoint her. So, you can imagine how pleasantly surprised I was about halfway through the study the teacher reaches out to say hey, guess what? Not only has Billy taken to the technology but I'm starting to see improvement in his performance. So, that was nice. But nothing, nothing prepared me for what I saw when I went back to that classroom at the end of the study.

Billy had become the de facto smartest kid in the class. No kidding. And everybody knew it. In fact, the first thing that I saw when I walked through the door was six or seven kids huddled around Billy's desk asking him questions about the assignment. And boy did he have answers it turns out.

The thing is all we really gave Billy and his classmates was the learning equivalent of adjustable seats. And in return we got a glimpse of Billy's talent. And sure, you might say well look that's one kid in one classroom, but then again, that's one kid in one classroom. And isn't that what it's actually about? Nurturing individual potential. Jonas Salk was one individual and he cured polio. What if Billy is the next Jonas Salk? What if the cure for cancer is in his mind? Who knows? But I do know that we came dangerously close to losing his talent before he even left grade school. Not because he didn't understand science but because he was still learning to read. And that's what I mean when I say that simple solutions can have a profound impact on individuals.

So, the real question to me is how do we get these adjustable seats for learning in the hands of every student as fast as possible without spending more money? Here, I actually think the Air Force has given us the formula for success. What if we ban the average in education? We know it destroys talent. Instead, what if we demanded that the companies that sell these materials into our classrooms design them not to the average of dimensions of learning but to the edges? It would be a bold move. It would certainly send a strong signal to the market: the game's changed.

But trust me, if we do this not only will we increase the performance of the kids in our classrooms today, we will dramatically expand our talent pool. Because right now there are so many students we simply cannot reach because we design on average. Design to the edges and we will reach them and we'll get their talent. And I have to say I know because I was one of those students.

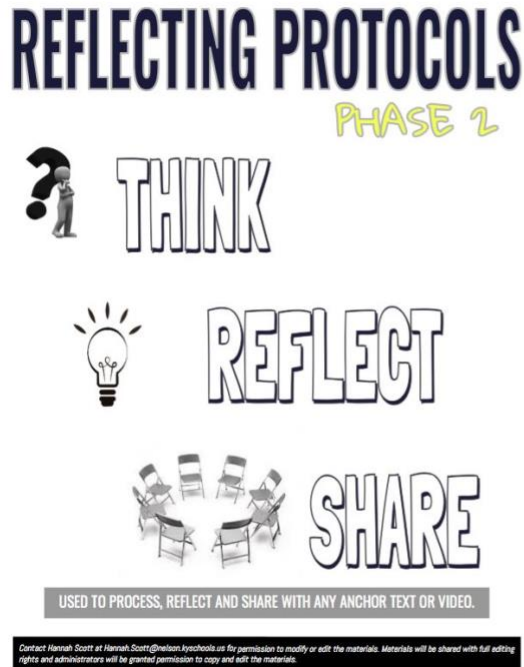
So, today I'm a faculty member at Harvard. But I'm also a high school drop-out. It gets better. I was a high school drop-out with a 0.9 GPA. For those of you who don't know that's pretty bad.



But here's the thing. I've been to the very bottom of our educational system and I've been to the very top. And I'm here to tell you we are wasting so much talent at every single level. And the thing is because for every one person like me, there are millions who worked as hard, who had the ability, but who were unable to overcome the drag of an educational environment designed on average. And their talent is forever lost to us.

The thing is we can't really afford to lose them. The good news is we don't have to anymore. I'm telling you we have a once in a lifetime chance right now to fundamentally re-imagine the very foundation of our institutions of opportunity like education in ways that nurture the potential of every single individual and therefore expand our talent pool, make us far more competitive in the world. We can do this. We know the formula. And it's time we demand it.

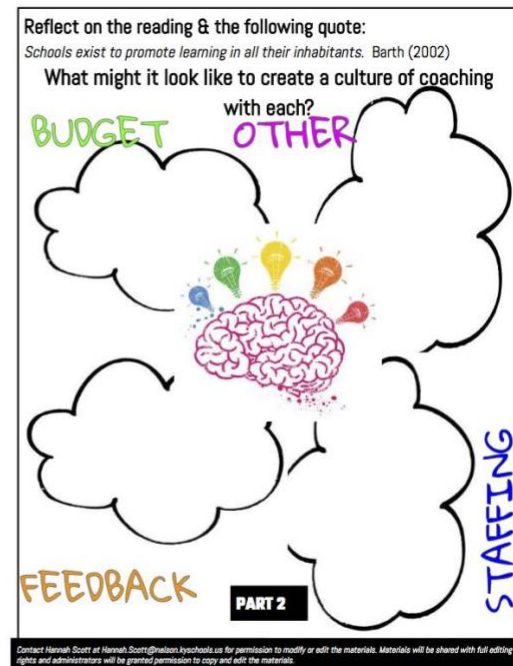
Thank you.

Appendix T: Reflecting Protocols Phase 2



 <p>THINK</p> <p>BEFORE WHAT PRIOR KNOWLEDGE MIGHT YOU HAVE ABOUT COACHING?</p>	 <p>REFLECT</p> <p>BEFORE WHAT ASSUMPTIONS DO YOU HAVE ABOUT COACHING?</p>
<p>AFTER READING HOW HAS YOUR THINKING CHANGED, EXPANDED, BEEN CHALLENGED, OR SOLIDIFIED...</p>	<p>AFTER READING WHERE MIGHT YOUR BELIEFS AND VALUES INTERSECT WITH COACHING?</p> <p>WHERE MIGHT YOU BE EXPERIENCING TENSION WITH ...</p>

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REFLECTION

TIME AS A GIFT

12 HOW HAS YOUR UNDERSTANDING OF COACHING EVOLVED?

9 WHAT MIGHT YOU BE LEARNING ABOUT YOUR USE OF TIME IN RELATION TO COACHING?

3 WHAT MIGHT YOUR USE OF TIME SAY ABOUT YOUR PRIORITIES?

6 WHAT TENSIONS ARE YOU EXPERIENCING IN REFLECTING ABOUT COACHING AND TIME?



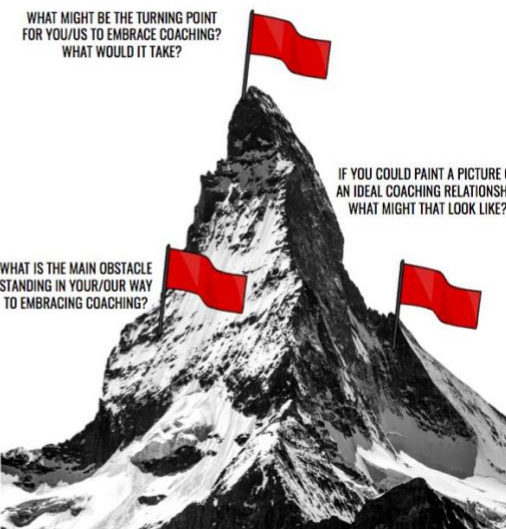
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FEAR AS A BARRIER

WHAT MIGHT BE THE TURNING POINT FOR YOU/US TO EMBRACE COACHING? WHAT WOULD IT TAKE?

IF YOU COULD PAINT A PICTURE OF AN IDEAL COACHING RELATIONSHIP, WHAT MIGHT THAT LOOK LIKE?

WHAT IS THE MAIN OBSTACLE STANDING IN YOUR/OUR WAY TO EMBRACING COACHING?



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FEEDBACK

WHAT MIGHT BE THE PURPOSE OF FEEDBACK?


WHAT IS FEEDBACK THAT IS JUST IN TIME?

WHEN MIGHT BE A TIME THAT YOU DIDN'T RECEIVE FEEDBACK IN TIME? HOW DID THAT MAKE YOU FEEL?

WHEN MIGHT BE A TIME THAT YOU RECEIVED FEEDBACK IN TIME? HOW DID THAT MAKE YOU FEEL?

WHAT MIGHT BE THE RELATIONSHIP BETWEEN COACHING AND FEEDBACK?


WHAT TYPES OF FEEDBACK MIGHT YOU GIVE YOUR COACH AND YOUR ADMINISTRATION TEAM?



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CREATE

CREATE SOMETHING TO REPRESENT YOUR UNDERSTANDING OF THE COACHING PROCESS!



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BAN AVERAGE

WHAT IF THERE IS NOT ONE STUDENT IN YOUR CLASS OR OUR SCHOOL THAT IS AVERAGE IN ALL AREAS LEARNING? WHAT MIGHT BE SOME POSSIBLE IMPLICATIONS OF THIS?

HOW MIGHT WE BAN AVERAGE AS WE DESIGN OUR COACHING PROCESSES?



HOW MIGHT YOUR AREAS OF GROWTH MASK YOUR TALENTS?

HOW MIGHT YOUR TALENTS BE A LIABILITY?

WHAT MIGHT BE THE IMPLICATIONS OF BANNING AVERAGE FOR YOU? FOR OUR STUDENTS?

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Appendix U: Everyone Deserves a Coach! Invitation

<h2 style="text-align: center;">YOU'RE INVITED</h2> <h3 style="text-align: center;">EVERYONE DESERVES A COACH!</h3> <p>Your sense of autonomy, connectedness, and growth is essential to our school community. I am so grateful that we have the opportunity to provide COACHING to all teachers as part of the learning process for our community.</p> <p>I know that moving out of our comfort zones and visioning for the future is not for the faint of heart, and that is why I am INVITING to be a part of a powerful VISIONING conversation . It is my hope that by having your voice and energy throughout the process, our school will continue to grow and change for the better.</p> <p>We do know that your weekly classroom visits will be followed up with 30 minute coaching sessions every two weeks. These sessions will focus on building your capacity to solve problems of practice through a sense of agency, independence and connectedness with their team. However, we will need the collective intelligence of the whole team to plan the rest! Please join us for VISIONING and give feedback via the survey!</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p>HERE'S TO PERSONAL BEST! [INSERT PRINCIPAL SIGNATURE]</p> </div> </div>	<h2 style="text-align: center;">YOU'RE INVITED</h2> <h3 style="text-align: center;">EVERYONE DESERVES A COACH!</h3> <p>Your sense of agency, autonomy, connectedness, and growth is essential to our school community. I am so grateful that we have the opportunity to provide COACHING to all teachers as part of the learning process for our community.</p> <p>I know that moving out of our comfort zones and visioning for the future is not for the faint of heart, and that is why I am INVITING to be a part of a powerful VISIONING conversation . It is my hope that by having your voice and energy throughout the process, our school will continue to grow and change for the better.</p> <p>We do know that, your weekly classroom visits will be followed up with 30 minute coaching sessions every two weeks. These sessions will focus on building the coachee's capacity to solve problems of practice through a sense of agency, independence and connectedness with their team. However, we will need the gathered intelligence of the whole team to plan the rest! Please join us for VISIONING and give feedback via the survey!</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p>HERE'S TO PERSONAL BEST! [INSERT PRINCIPAL SIGNATURE]</p> </div> </div>
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Appendix V: Coaching Vision & Matching Survey

3/30/2021 COACHING VISION SURVEY

COACHING VISION SURVEY

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This survey will help us build the vision for coaching and intentionally match coach and coachees. Please do not put your name on the survey. There are no right answers. Your responses will not be used in an evaluative nature. Thank you!

*** Required**

1. What is your role in coaching? *

Mark only one oval.

☐ Coach

☐ Coachee

2. Have you had past experiences with coaching? *

Mark only one oval.

☐ Yes

☐ No

3. If you answered yes to the previous question, how might you describe these experiences? Choose all that apply and/or use other to describe.

Check all that apply.

☐ Positive

☐ Negative

☐ Impactful

☐ Lacking in Impact

☐ Engaging

☐ Disengaging

☐ Trusting

☐ Distrustful

☐ Self-Directed

☐ Evaluative

Other:

4. What might be a compelling purpose of coaching at our school? *

5. Describe the perfect coaching relationship (what it looks like, sounds like, feels like): *

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3/30/2021 COACHING VISION SURVEY

1/7

https://docs.google.com/forms/d/1u253haM5L57W8719A/jq/_/15tZ2N5wQ8dufM0_4vid

3/30/2021 COACHING VISION SURVEY

2/7

https://docs.google.com/forms/d/1u253haM5L57W8719A/jq/_/15tZ2N5wQ8dufM0_4vid

Matching Coachee to Coach

This questionnaire will be used to best match coach and coachees. Answer honestly. There are not any right answers. Responses will not be used in an evaluative nature. Both the coach and coachee need to complete this section.

10. In a perfect world, how would you want to be paired in coach and coachee relationship? Keep in mind that preferences will be honored whenever possible. *

Check all that apply.

☐ Randomly (stop and submit survey after this question)

☐ Randomly BUT will answer the following questions allow a coach or coachee with specific preferences to be paired with me

☐ Intentionally with a coach who is not also my evaluator; intentionally with coachee that I do not evaluate

☐ Based on similar gender

☐ Based on opposite gender

☐ Based on similar amount of teaching experience

☐ Based on very different amounts of teaching experience

☐ Based on very similar teaching certifications and teaching experiences

☐ Based on very different teaching certifications and teaching experiences

☐ Based on similarly ranked coaching relationship values

☐ By matching coachee focus area to coaches strengths

Other:

11. Only answer if you selected this as part of how you want to be paired with a coach/coachee: What is your gender?

Mark only one oval.

☐ Male

☐ Female

☐ Other:

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3/30/2021

COACHING VISION SURVEY

12. Only answer if you selected this as part of how you want to be paired with a coach/coachee: How many years of experience do you have teaching?

Mark only one oval.

- ☐ 0-4 years
☐ 5-9 years
☐ 10-14 years
☐ 15-19 years
☐ 20-24 years
☐ 25 years or more

13. Only answer if you selected this as part of how you want to be paired with a coach/coachee: Coachee only- What is your teaching certification area(s) and current teaching position? Coaches - What is your teaching certification area(s) and past teaching positions held with the years of experience in each?

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3/30/2021

COACHING VISION SURVEY

Google Forms

3/30/2021

COACHING VISION SURVEY

14. Only answer if you selected this as part of how you want to be paired with a coach/coachee: Rank the following foundational aspects and values that support an effective coaching relationship in order of important to you. *

Mark only one oval per row.

	Trust	Empathy	Growth mindset	Positive and supporting culture	An assumption of positive intentions	A belief in the ability of all people to learn and grow
MOST IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2ND MOST IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3RD MOST IMPORTANT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4TH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5TH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6TH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Only answer if you selected this as part of how you want to be paired with a coach/coachee: Coachee - What area(s) of teaching and learning might you want to focus on this year? Coach - What are areas of teaching and learning that both you and colleagues would consider are your strength (or were when you were in the classroom)?

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67

https://docs.google.com/forms/d/1u253huM6L5FW8719A/jgh_005uZ2N65wQ8bafM6_4sdt

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Appendix W: Who's Got Talent



CHALLENGE

REFLECT ON THE BIGGEST OBSTACLE THAT YOU HAVE HAD TO OVERCOME...

→ WHAT DID YOU LEARN FROM THIS EXPERIENCE...

→ WHAT DID THIS CHALLENGE TEACH YOU ABOUT YOURSELF?

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WHAT ARE YOU GOOD AT?

WHAT DO YOU LIKE MOST ABOUT YOURSELF?	WHAT DO YOU ENJOY DOING?
WHAT ARE YOU MOST PROUD OF IN YOUR PERSONAL AND PROFESSIONAL LIFE?	
WHAT MIGHT BE SOME UNUSUAL STRENGTHS THAT YOU HAVE?	WHAT ARE THREE OF YOUR GREATEST STRENGTHS?

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WHAT INSPIRES YOU?

Two cloud shapes are shown, one above the other. A yellow arrow points to the top cloud, and another yellow arrow points to the bottom cloud.

WHAT DO YOU WISH YOU COULD DO?


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WHERE DO YOU EXCEL?



TELL ME ABOUT YOUR FIRST ACHIEVEMENT...

WHAT WOULD NOT BE THE SAME WITHOUT THE ROLE YOU PLAYED? WHAT WAS YOUR ROLE AND HOW DID YOUR TALENTS PLAY A PART?



WHAT DO PEOPLE COMPLIMENT YOU MOST ON?

ASK A FRIEND

WHAT ARE MY STRENGTHS?

WHAT IS AN UNUSUAL OR UNCOMMON TALENT/SKILL OF MINE?

IF I COULD SEE MYSELF THROUGH YOUR EYES, WHAT MIGHT SURPRISE & DELIGHT ME?

WHAT DO YOU APPRECIATE MOST ABOUT WORKING WITH ME?

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NOTETHINKING

WHAT ARE YOU NOTICING AS YOU REVIEW YOUR RESPONSES ON THE PREVIOUS SLIDES?

WHAT TALENTS MIGHT YOU WANT TO FURTHER EXPLORE AND DEVELOP?

IN WHAT AREAS OR WITH WHAT TYPES OF SKILLS DO YOU FEEL THE MOST CALLED TO SHARE YOUR LEARNING AND PRACTICES?

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Appendix X: Learning is Sharing

LEARNING COMMUNITIES

THERE ARE MULTIPLE WAYS FOR LEARNING COMMUNITIES TO SHARE THEIR GATHERED EXPERIENCES AND INTELLIGENCE. THESE ARE FOUR OF MANY METHODS TO FORMALLY SHARE:

- ❑ **MODIFIED VERSION OF EDCAMP MODEL** - In the example linked, the entire staff signed up to present something new they learned, a passion project or a favorite strategy that they have honed. This strategy allows teachers to sign up/attend multiple sessions of their choosing!
- ❑ **BEST PRACTICE ACADEMIES** - Teachers as "experts" share best practices in the classroom using regularly scheduled PD days. This strategy allows teachers to sign up/attend multiple sessions of their choosing! While every staff member does not share at one event, they could over the course of multiple PD days. The example includes a session for parents/caregivers while teachers are at lunch!
- ❑ **MY HOUSE and SHIP IT** are two versions of sharing protocols that give opportunities for feedback from peers. **WELCOME TO MY HOUSE** was designed to share specific lessons and branding for classes. While the **SHIP IT** protocol was designed for accountability at the end of a PD day or other time period with chunks of work time and/or a similar task to complete. Teachers would have the opportunity to share their plan for the task or what they accomplished in the work time, gaining valuable ideas from each other with an opportunity to give and receive feedback.

LEARNING IS SHARING

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GUIDANCE...

- ★ **TENETS OF EDCAMP**: Free; open to public; experience, NOT experts; rule of two feet (if session isn't meeting your needs, find one that does); pop-up PD - sign up to present when you arrive
- ★ **OUR VERSION**: You may pair up with a partner
 - ★ You do not need to create a presentation for the sake of presentation (but if you want to/need to use a presentation to help yourself as a speaker go for it)
 - ★ Everyone is presenting
 - ★ 15 -20 minutes
 - ★ Example topics:
 - Maximizing Google Classroom
 - Formative assessment tools
 - Cooperative learning strategies (for example - kagan)
 - Writing strategies
 - Reading comprehension strategies
 - Hands on/kinesthetic learning strategies
 - Grouping strategies
 - Parent communication tools & strategies (i.e. remind app)
 - Restorative care strategies
 - Classroom blog
 - Classroom website for the beginner/advanced user
 - Project/Problem Based Learning
 - Co-Teaching Models

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PRESENTER SIGN UP

8:45-9:05	9:10-9:30	9:35-9:55	10-10:20	10:25-10:45
Classroom Blogging, Rm. 217	Rm 139, IC 4 New Teachers IC New Link	Rm 140, Planbook	Make Me Laugh New Year's 105 Sign	Station/Group Work Room 137
Visuals - Observation, Opinion, Question Rm. 113	Rm B111 Teaching Vocabulary in Content Class	Rm 122, Google Classroom on the Go	Rm 221 The Rocketbook	Discussion about Teacher self-care, Rm 215
Google Form Tests, Rm. 120	Google Classroom on the Go	Rm 122, Google Classroom on the Go	Rm 221 The Rocketbook	Supporting MSD Students in General Education Classes
PBL (Rm. 147) Night of the Arts Cross-curricular	Active Reading Room 221	(Student Engagement) - "Jurassic Park: The HUMAN Version" Room 238	Writing Graphic Organizers & Feedback, Rm. 214	Rm 119, Seeing your students for who they are

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PRESENTER SIGN UP

8:45-9:05	9:10-9:30	9:35-9:55	10-10:20	10:25-10:45
TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:
TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:
TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:
TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:	TEACHER: LOCATION: TITLE: LINK:

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BEST PRACTICE ACADEMIES

LOCATION:
DATE:

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AGENDA DAY 1

TIME	ITEM & LEADER	LOCATION
8-8:30	WELCOME & FELLOWSHIP	Media Center
8:30-9:15AM	PBL/SERVICE PASTORAL LERNING Facilitated by: S. ... Flight Corporation ...	Media Center
9:15 AM	TEAM BUILDING - Facilitated by...	Media Center
9:30-10:15 10:30-11:15 11:30-12:45 1-1:45	BREAKOUT BEST PRACTICE ACADEMIES ACADEMY 1 OPTIONS ACADEMY 2 OPTIONS LUNCH ON YOUR OWN ACADEMY 3 OPTIONS	TBD
1:50-2:10	OPERATION PREPARATION- Facilitated by...	Media Center

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ACADEMY 1 OPTIONS (DAY 2)

LEADER(S)	ACADEMY	LOCATION
Teacher...	RESTORATIVE CARE FOR THE CLASSROOM LEADER Recommended for all teachers unless part of the restorative care study!	Room 117
Teacher...	ACADEMIC COACHING Social studies and English teachers are encouraged and trained teachers will be involved in academic coaching. This year, all teachers are welcome to attend.	Room 125
Teacher...	TECH SITE I will train and give you access to Google Sites and allow you the chance to create a Google Site for your classroom.	Room 123
Teacher...	FORMATIVE ASSESSMENT FOR THE CLASSROOM LEADER "Come check out these cool formative assessment digital tools paired with GoGuardian for monitoring purposes!"	Room 105
Athletic Director	NO EXCUSES! "Creating Opportunities for student leadership in classes and student..."	Room 101

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CAREGIVER ACADEMY (DAY 2)

*Provided for parents
11:30-12:45

TEACHER LEADER(S)	ACADEMY	LOCATION
Outside Provider & ...	CAREGIVER ACADEMY ... to restore, and repair parent-child relationships using restorative care practices led by our counseling and care leaders and a non-traditional caregiver.	The Nest

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ACADEMY OPTIONS

TEACHER LEADER(S)	ACADEMY "with description"	LOCATION

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WELCOME TO MY

PRESENT THE EXPERIENCE (5)

COMMUNITY CARETAKER SHOWCASES THROUGH THE LENS OF THESE QUESTIONS...

- DISCUSS PURPOSE & PRIORITIES
- WHAT EXPERIENCES WILL YOU COMMIT TO CREATING FOR YOUR STUDENTS?
- WHERE DOES THIS PROJECT FIT INTO THE LARGER ECOSYSTEM OF OUR SCHOOL PRIORITIES?

COMMUNITY RESPONDS ON THEIR VISION GRID

- WHAT DO YOU SEE AS CLEAR? IMPLICITLY CLOUDY?
- WHAT CROSSROAD QUESTIONS ARE YOU THINKING ABOUT?

COMMUNITY CROSSROADS QUESTIONS (6)

VISION GRID REFLECTION (2)

- REVIEW NOTES & EVALUATE OVERALL IMPACT OF EXPERIENCE

PRESENTER CROSSROADS (2)

- I'M STUCK... I'M EXPERIENCING TENSION WITH... I NEED HELP HERE.

COMMUNITY SUPPORT (4)

- FEEDBACK
- CROSSROAD QUESTIONS

REFLECTION & GRATITUDE (2)

PRESENTER

- WHAT RESONATES?

COMMUNITY

- GRATITUDE
- I VALUE...
- I APPRECIATE THAT...

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WELCOME TO MY

NOTETHINKING:

Where are you experiencing confusion? Needing clarification? Experiencing tension?

What do you value or appreciate about this experience?

SEEKING CLARITY OF VISION - THE VISION GRID

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WELCOME TO MY

SHIP IT

SCHEDULE

DATE	PRESENTERS	LINKS

PRESENT THE PROJECT (8)

COMMUNITY CARETAKER SHOWCASES PROJECT THROUGH THE LENS OF THESE QUESTIONS...

- ❑ HOW DOES THIS PROJECT FIT INTO ... (DEPENDS)
- ❑ DISCUSS PURPOSE & PRIORITIES
- ❑ WHAT ARE WE SAYING YES TO?
- ❑ HOW DOES THIS PROJECT VISION CURRENTLY IMPACT STUDENT EXPERIENCES?

COMMUNITY CROSSROADS QUESTIONS (5)

VISION GRID REFLECTION (NEXT PAGE)

- ❑ REVIEW NOTES & EVALUATE OVERALL IMPACT OF VISION

CROSSROAD QUESTIONS: PEOPLE, PLACE, & PURPOSE REFLECTION

- ❑ REFERENCE CROSSROADS QUESTIONS

REFLECTION & GRATITUDE (3)

PRESENTER (2)

- ❑ WHAT RESONATES?
- ❑ WHERE TO NEXT?

GROUP (1)

- ❑ GRATITUDE
- ❑ I VALUE...
- ❑ I APPRECIATE THAT...

CROSSROADS QUESTIONS

WHAT STORY DRIVES THE PROJECT? WHERE DOES CLARITY EXIST? WHO DOES IT EXIST FOR?

WHO OR WHAT IS DRIVING THE WORK?

WHAT MUST WE SIMPLYIFY? WHERE IS A COMMON LANGUAGE PRESENTLY NOT PRESENT?

WHAT SHARED EXPERIENCES FOR STUDENTS ARE WE COMMITTED TO? WHAT ARE YOU LEARNING FROM THE DATA?

WHAT CYCLICAL CELEBRATION & COMMUNICATION EXISTS? WHERE IS THE MOMENTUM?

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SHIP IT

NOTETHINKING:

Where are you experiencing confusion? Needing clarification? Experiencing tension?

What do you value or appreciate about this experience?

SEEKING CLARITY OF VISION - THE VISION GRID

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Appendix Y: Norms, Goals, Roles, & Progress

SETTING NORMS

STEPS:

1. WHAT TYPE OF TEAM DO WE WANT TO BE (I.E. IN TERMS OF PERFORMANCE, ENERGY, CONNECTION, ETC.)
2. BRAINSTORM: WHAT MIGHT BE A LIST OF GUIDELINES TO HELP CREATE THIS TYPE OF TEAM?
3. GROUP INTO ONE/CROSS OFF REPEATED ITEMS
4. NARROW DOWN TO THE TOP 3-5 ESSENTIAL BEHAVIORS THAT WILL LEAD THIS TYPE OF TEAM.
5. HOW MIGHT THESE BE WORDED IN THE POSITIVE?
6. WHERE MIGHT THESE BE POSTED FOR EASY VIEWING?
7. WHEN MIGHT THESE BE REVIEWED?
8. HOW MIGHT WE ADDRESS VIOLATIONS OF OUR AGREED UPON NORMS?

NORMS ARE...

- ★ 5 OR FEWER
- ★ CREATED AT A TIME WHEN ALL TEAM MEMBERS ARE PRESENT
- ★ NOT REDUNDANT
- ★ RECORDED
- ★ POSTED & REVIEWED
- ★ EVALUATED PERIODICALLY
- ★ LIVING - CAN BE CHANGED OVER TIME
- ★ USED BY THE GROUP TO HOLD THE GROUP ACCOUNTABLE

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SETTING GOALS

GUIDING QUESTIONS:

1. WHAT IS OUR PURPOSE?
2. WHAT MUST WE ACCOMPLISH AS A TEAM? HOW DOES THIS RELATE TO OUR SCHOOL VISION AND PRIORITIES?
3. HOW WILL WE KNOW WHEN WE HAVE ACCOMPLISHED THIS GOAL AS TEAM?
4. HOW MIGHT WE BREAK APART THIS GOAL INTO SMALLER MORE MANAGEABLE ACTION STEPS?
5. HOW MIGHT WE MONITOR PROGRESS ON ACTION STEPS?
6. WHEN MUST WE ACCOMPLISH EACH STEP AND THE GOAL AS A TEAM?
7. WHO MIGHT HAVE DISPOSITION, TALENTS, KNOWLEDGE, RESOURCES, OR CONNECTIONS TO LEAD ACTION STEPS WITH THIS GOAL?

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GOALS

- ★ MANAGEABLE
 - OUR TEAM HAS THE RESOURCES TO MANAGE THE GOAL
 - ATTAINABLE
- ★ MEASURABLE
 - WE CAN CHECK PROGRESS
- ★ MADE FIRST
 - BEFORE STARTING THE PROJECT
- ★ MOST IMPORTANT
 - ALIGNED TO THE VISION & PRIORITIES OF THE SCHOOL

ROLES

- ★ VARIES DEPENDING ON TASKS/GOAL
- ★ REQUIRE CLARITY IN THEIR ACTION STEPS/TASKS
- ★ EVERYONE HAS ONE BUT NOT NECESSARILY FOR EVERY GOAL
- ★ SELF-SELECTED OR BASED ON INPUT
- ★ EVENLY DISTRIBUTED

INTENDED OUTCOME (GOALS)	DUE DATE	ACTION STEPS	LEAD TEAM MEMBER	DUE DATE	DONE
[INSERT GOAL 1]	[INSERT DATE]	1) [INSERT ACTION STEP] 2) [INSERT ACTION STEP]	1) [INSERT TEAM MEMBER] 2) [INSERT TEAM MEMBER]	1) [INSERT DATE] 2) [INSERT DATE]	1) 2)
[INSERT GOAL 2]	[INSERT DATE]	1) [INSERT ACTION STEP] 2) [INSERT ACTION STEP]	1) [INSERT TEAM MEMBER] 2) [INSERT TEAM MEMBER]	1) [INSERT DATE] 2) [INSERT DATE]	1) 2)
[INSERT GOAL 3]	[INSERT DATE]	1) [INSERT ACTION STEP] 2) [INSERT ACTION STEP]	1) [INSERT TEAM MEMBER] 2) [INSERT TEAM MEMBER]	1) [INSERT DATE] 2) [INSERT DATE]	1) 2)

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Appendix Z: Making Decisions as a Group

MAKING DECISIONS
AS A GROUP

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COACHING THE DECISION PROCESS

WHAT DECISION MUST BE MADE? DO WE HAVE THE AUTHORITY TO MAKE THIS DECISION? STOP IF THE ANSWER IS NO!

WHAT MIGHT BE THE OPTIONS THE GROUP CAN CONSIDER?

WHAT INFORMATION DO YOU ALREADY KNOW? WHAT MIGHT BE INFORMATION THAT YOU STILL NEED TO GATHER?

WHAT MIGHT BE ETHICAL, LEGAL, FINANCIAL, OR OTHER EFFECTS (EVEN UNINTENDED) OF THIS DECISION?

WHAT MIGHT BE THE LEVEL OF URGENCY OF THIS DECISION AND WHY?

WHO MIGHT THE DECISION IMPACT?

WHO MIGHT NEED TO BE PART OF THE CONVERSATION THAT IS NOT CURRENTLY?

WHAT TENSIONS ARE WE FACING?

WHAT DECISION MAKING STRATEGY MIGHT BE THE BEST FOR OUR TEAM IN THIS SITUATION?

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UNANIMOUS VOTE



GREAT FOR TEAMS:

- ★ HAVE STRONG CULTURE
- ★ WILLING TO LET THE MAJORITY RULE AND/OR COMPROMISE IF NEEDED
- ★ HAVE A SIMILAR SKILL SET OR INTERESTS

BEWARE: IF THE TEAM ALL AGREES, IT MIGHT MEAN...

- ❑ THEY HAVEN'T HAD TIME TO PROCESS THE DECISION
- ❑ THERE IS A BREAKDOWN IN TRUST TO SPEAK THEIR TRUE FEELINGS (WITH THE COACH (WHO IS ALSO AN ADMINISTRATOR PRESENT))
- ❑ THEY DON'T HAVE AN OPINION OR IT DOESN'T IMPACT THEM DIRECTLY BUT SOMEONE WHO WILL BE IMPACTED WOULD HAVE A STRONG OPINION

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MAJORITY RULES VOTE



GREAT FOR TEAMS:

- ★ HIGH TRUST
- ★ VALUE DEMOCRATIC PRINCIPLES
- ★ ENJOY THE DEBATE AND LEARNING FROM EACH OTHER

BEWARE: EVEN IF BOTH SIDES AGREE TO GET BEHIND THE DECISION

- ❑ THE DECISION MIGHT AFFECT PART OF THE SCHOOL POPULATION MORE THAN ANOTHER
 - ❑ THERE MAY BE AN ETHICAL DILEMMA
 - ❑ THERE MAY BE A PERSONAL CONFLICT
- ❑ THE OTHER SIDE MAY TRY TO SABOTAGE THE DECISION BEHIND CLOSED DOORS

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COMPROMISE



GREAT FOR TEAMS:

- ★ WITH HIGH TRUST WHEN UNANIMOUS VOTE OR MAJORITY RULES DID NOT WORK
- ★ HAVE TWO DIFFERENT GROUPS, SKILLS, OR INTEREST AREAS MERGED TOGETHER

BEWARE: EVEN IF BOTH SIDES AGREE TO THE COMPROMISE

- ❑ THE COMPROMISE MIGHT JEOPARDIZE THE PURPOSE OF THE DECISION
- ❑ SOME DECISIONS CAN NOT COME TO A COMPROMISE WITHOUT FUTURE CONFLICTS
 - ❑ THERE MAY BE AN ETHICAL DILEMMA
 - ❑ THERE MAY BE A PERSONAL CONFLICT

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DELAY



GREAT FOR TEAMS:

- ★ WHEN MORE INFORMATION IS NEEDED
- ★ WHEN LOTS OF QUESTIONS ARE ASKED
- ★ ENVIRONMENT IS UNSTABLE AND CHANGE MAY OCCUR THAT WILL ELIMINATE NEED FOR DECISION OR ALTER PURPOSE OF DECISION

BEWARE: A DELAY MAY BE PERCEIVED AS INACTION BY SOME

- ❑ DELAYING SOME DECISIONS MAY CAUSE HARM OR DAMAGE TO THE TEAM, SCHOOL, OR STUDENTS

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REFRAME



- GREAT FOR TEAMS:**
- ★ WHEN THERE IS STRONG TRUST IN THEIR COACH A TEAM IS ALMOST THERE AND MAY NEED HELP SEEING THE OPTIONS THROUGH A NEW LENS TO GET TO A DECISION
 - ★ WHEN THERE OBVIOUS NON-VIABLE AND NON-PREFERRED OPTIONS ON THE TABLE THAT ARE DISTRACTIONS AND NEED TO BE REMOVED
- BEWARE: REPACKING OR REFRAMING OPTIONS MAY BE PERCEIVED AS:**
- ❑ A COACH MANIPULATING THE DECISION MAKING PROCESS TO ALIGN WITH THEIR DESIRED OR PLANNED OUTCOME
 - ❑ THIS WOULD DAMAGE TRUST

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NO DECISION



- GREAT FOR TEAMS:**
- ★ WHEN THERE ARE NO VIABLE SOLUTIONS
- BEWARE: NO DECISION MAY BE PERCEIVED AS INACTION**
- ❑ NOT MAKING A DECISION MAY CAUSE HARM OR DAMAGE TO THE TEAM, SCHOOL, OR STUDENTS

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DISAGREE AND COMMIT



- GREAT FOR INDIVIDUALS:**
- ★ WHEN THEY CAN NOT AGREE BUT ARE PROFESSIONALS AND HAVE DONE THEIR PART
 - LISTENED
 - COMMUNICATED THEIR VIEWPOINT
 - ACCEPTED THAT DIFFERING AND EVEN COMPETING PRIORITIES EXIST
 - SUPPORT CO-WORKERS TO IMPLEMENT
- BEWARE: COMMITMENT TO A DECISION THAT YOU DISAGREE WITH MIGHT LEAD TO:**
- ❑ DISCONTENT
 - ❑ RESENTMENT
 - ❑ TURMOIL WITHIN THE TEAM
 - ❑ DIFFICULTY MAKING DECISIONS AS A TEAM IN THE FUTURE

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MAKING DECISIONS
AS A GROUP



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DANGER

TURN OVER TO THE BOSS! OR ALLOW THE BOSS TO BE THE TIE BREAKER!

- ❑ THIS IS DANGEROUS BECAUSE IT TAKES AWAY THE GROUPS OWNERSHIP.
- ❑ IT ALSO STRIPS THEIR ABILITY TO SOLVE HARD PROBLEMS AS A TEAM.
- ❑ IT IS THE OPPOSITE OF BUILDING CAPACITY IN A GROUP.
- ❑ THIS PUTS THE COACHING CULTURE IN DANGER BECAUSE IT CREATES CONFUSION IN THE ROLE OF THE COACH. IN THESE CONVERSATIONS THE COACH IS NON-EVALUATIVE AND IS NOT CALLING THE SHOTS.
- ❑ THE LEADER AS THE COACH MUST BELIEVE IN THE TEAM'S ABILITIES TO MAKE DECISIONS.



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Appendix AA: Group Coaching Cards

<h2 style="text-align: center;">8.25.21 PLC</h2> <p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT COMMON PRACTICES ENERGIZE OUR WORK? HOW MIGHT THESE PRACTICES GUIDE OUR DEVELOPMENT OF PLC NORMS? 2) WHAT ARE YOU MOST EXCITED ABOUT THIS YEAR? 3) WHAT CONCERNS MIGHT WE HAVE GOING INTO THIS YEAR? 4) WHAT SKILL/SKILLS ARE MOST IMPORTANT TO OUR STUDENTS' SUCCESS THIS YEAR AND IN THE FUTURE?  <h2 style="text-align: center;">NEXT STEPS</h2> <ul style="list-style-type: none"> <input type="checkbox"/> POST OUR AGREED UPON NORMS IN PLC SLIDES <input type="checkbox"/> POST EXCITEMENT/CONCERNS STICKY NOTES ON THE BOARD <input type="checkbox"/> BRING THESE ESSENTIAL SKILLS TO OUR NEXT PLC! 	<h2 style="text-align: center;">8.25.21 PLC</h2> <p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT COMMON PRACTICES ENERGIZE OUR WORK? HOW MIGHT THESE PRACTICES GUIDE OUR DEVELOPMENT OF PLC NORMS? 2) WHAT ARE YOU MOST EXCITED ABOUT THIS YEAR? 3) WHAT CONCERNS MIGHT YOU HAVE GOING INTO THIS YEAR? 4) WHAT SKILL/SKILLS ARE MOST IMPORTANT TO OUR STUDENTS' SUCCESS THIS YEAR AND IN THE FUTURE?  <h2 style="text-align: center;">NEXT STEPS</h2> <ul style="list-style-type: none"> <input type="checkbox"/> POST OUR AGREED UPON NORMS IN PLC SLIDES <input type="checkbox"/> POST EXCITEMENT/CONCERNS STICKY NOTES ON THE BOARD <input type="checkbox"/> BRING THESE ESSENTIAL SKILLS TO OUR NEXT PLC!
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<h2 style="text-align: center;">9.1.21 PLC</h2> <p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT HABITS ARE YOU COMMITTING TO THAT MAKE YOU AT YOUR BEST? <ol style="list-style-type: none"> a) HOW MIGHT WE SUPPORT YOU IN MAINTAINING THOSE HABITS? 2) SKILLS MOST IMPORTANT TO OUR STUDENTS SUCCESS FROM LAST WEEK <ol style="list-style-type: none"> a) WHAT DID WE HAVE IN COMMON b) WHAT DIFFERENCES EXISTED c) DISCUSSION d) USING THE COLORED STICKERS, VOTE ON THE 3-5 YOU BELIEVE ESSENTIAL TO OUR STUDENT SUCCESS  <h2 style="text-align: center;">NEXT STEPS</h2> <ul style="list-style-type: none"> <input type="checkbox"/> ADD THE TOP 3-5 VOTED ON SKILLS TO OUR PLC SLIDES 	<h2 style="text-align: center;">8.25.21 PLC</h2> <p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT HABITS ARE YOU COMMITTING TO THAT MAKE YOU AT YOUR BEST? <ol style="list-style-type: none"> a) HOW MIGHT WE SUPPORT YOU IN MAINTAINING THOSE HABITS? 2) SKILLS MOST IMPORTANT TO OUR STUDENTS SUCCESS FROM LAST WEEK <ol style="list-style-type: none"> a) WHAT DID WE HAVE IN COMMON b) WHAT DIFFERENCES EXISTED c) DISCUSSION d) USING THE COLORED STICKERS, VOTE ON THE 3-5 YOU BELIEVE ESSENTIAL TO OUR STUDENT SUCCESS  <h2 style="text-align: center;">NEXT STEPS</h2> <ul style="list-style-type: none"> <input type="checkbox"/> ADD THE TOP 3-5 VOTED ON SKILLS TO OUR PLC SLIDES
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9.8.21 PLC	9.8.21 PLC
<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT MUST WE CREATE (TO ENSURE WE ARE TEACHING THE 3-5 SKILLS WE IDENTIFIED AS THE MOST IMPORTANT TO STUDENT SUCCESS) 2) WHAT MIGHT BE OUR ACTIONS STEPS BEFORE OUR NEXT PLC 3) WHO MIGHT HAVE THE DISPOSITION, SKILLS, OR EXPERTISE TO OWN EACH ACTION STEP <p>NEXT STEPS</p> <ul style="list-style-type: none"> □ DIVIDE ACTION STEPS AMONG ALL PLC MEMBERS □ BRING COMPLETED ACTION STEPS TO NEXT PLC OR CREATE TIMELINE FOR COMPLETION 	<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT MUST WE CREATE (TO ENSURE WE ARE TEACHING THE 3-5 SKILLS WE IDENTIFIED AS THE MOST IMPORTANT TO STUDENT SUCCESS) 2) WHAT MIGHT BE OUR ACTIONS STEPS BEFORE OUR NEXT PLC 3) WHO MIGHT HAVE THE DISPOSITION, SKILLS, OR EXPERTISE TO OWN EACH ACTION STEP <p>NEXT STEPS</p> <ul style="list-style-type: none"> □ DIVIDE ACTION STEPS AMONG ALL PLC MEMBERS □ BRING COMPLETED ACTION STEPS TO NEXT PLC OR CREATE TIMELINE FOR COMPLETION
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9.15.21 PLC	9.15.21 PLC
<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) SHARE COMPLETED ACTION STEPS VIA THE SHIP IT PROTOCOL <ol style="list-style-type: none"> a) PRESENT THE STEP b) HOW DOES THIS FIT WITHIN THE LARGER c) DISCUSS PURPOSE AND PRIORITIES d) WHAT ARE WE SAYING YES TO e) HOW DOES THIS IMPACT STUDENT EXPERIENCES f) FEEDBACK FROM PLC - WHERE IS THERE CLARITY? g) WHAT RESONATES h) GRATITUDE <p>NEXT STEPS</p> <ul style="list-style-type: none"> □ LINK COMPLETED ACTION STEPS IN PLC SLIDES □ EDIT ACTION STEPS BASED ON FEEDBACK FROM PLC 	<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) SHARE COMPLETED ACTION STEPS VIA THE SHIP IT PROTOCOL <ol style="list-style-type: none"> a) PRESENT THE STEP b) HOW DOES THIS FIT WITHIN THE LARGER c) DISCUSS PURPOSE AND PRIORITIES d) WHAT ARE WE SAYING YES TO e) HOW DOES THIS IMPACT STUDENT EXPERIENCES f) FEEDBACK FROM PLC - WHERE IS THERE CLARITY? g) WHAT RESONATES h) GRATITUDE <p>NEXT STEPS</p> <ul style="list-style-type: none"> □ LINK COMPLETED ACTION STEPS IN PLC SLIDES □ EDIT ACTION STEPS BASED ON FEEDBACK FROM PLC
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9.22.21 PLC	9.22.21 PLC
GUIDING QUESTIONS 1) ROUND 2 OF FEEDBACK ON ACTION STEPS - IF NEEDED (SAME QUESTIONS AS LAST WEEK) a) WHAT REVISIONS DID YOU MAKE TO YOUR ACTION STEP? WHY? 2) BRAINSTORM HOW MIGHT WE MEASURE STUDENT MASTERY OF THESE 3-5 ESSENTIAL SKILLS? a) DISCUSS b) HOW WILL WE KNOW STUDENTS HAVE MASTERED THIS SKILL? c) WHAT MUST WE CREATE?	GUIDING QUESTIONS 1) ROUND 2 OF FEEDBACK ON ACTION STEPS - IF NEEDED (SAME QUESTIONS AS LAST WEEK) a) WHAT REVISIONS DID YOU MAKE TO YOUR ACTION STEP? WHY? 2) BRAINSTORM HOW MIGHT WE MEASURE STUDENT MASTERY OF THESE 3-5 ESSENTIAL SKILLS? a) DISCUSS b) HOW WILL WE KNOW STUDENTS HAVE MASTERED THIS SKILL? c) WHAT MUST WE CREATE?
	
<h2>NEXT STEPS</h2> <ul style="list-style-type: none"> LINK COMPLETED ACTION STEPS IN PLC SLIDES EDIT ACTION STEPS BASED ON FEEDBACK FROM PLC COLLECT BRAINSTORMING ON MEASURING STUDENT LEARNING ON STUDENT SLIDES 	<h2>NEXT STEPS</h2> <ul style="list-style-type: none"> LINK COMPLETED ACTION STEPS IN PLC SLIDES EDIT ACTION STEPS BASED ON FEEDBACK FROM PLC COLLECT BRAINSTORMING ON MEASURING STUDENT LEARNING ON STUDENT SLIDES
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9.29.21 PLC	9.29.21 PLC
GUIDING QUESTIONS 1) HOW MIGHT WE MEASURE STUDENT MASTERY OF THESE 3-5 ESSENTIAL SKILLS? a) CREATE THE RUBRIC OR TOOL 2) WHERE MIGHT STUDENTS USE THIS SKILL (OUTSIDE OF OUR CLASSES) a) WOULD THESE TEACHERS, PARENTS, COMMUNITY MEMBERS HAVE VALUABLE INPUT ON THIS TOOL?	GUIDING QUESTIONS 1) HOW MIGHT WE MEASURE STUDENT MASTERY OF THESE 3-5 ESSENTIAL SKILLS? a) CREATE THE RUBRIC OR TOOL 2) WHERE MIGHT STUDENTS USE THIS SKILL (OUTSIDE OF OUR CLASSES) a) WOULD THESE TEACHERS, PARENTS, COMMUNITY MEMBERS HAVE VALUABLE INPUT ON THIS TOOL?
	
<h2>NEXT STEPS</h2> <ul style="list-style-type: none"> LINK THE TOOL ON THE PLC SLIDEDECK SHARE THE TOOL WITH OTHER STAKEHOLDERS WHERE STUDENTS USE THE SKILL FOR FEEDBACK 	<h2>NEXT STEPS</h2> <ul style="list-style-type: none"> LINK THE TOOL ON THE PLC SLIDEDECK SHARE THE TOOL WITH OTHER STAKEHOLDERS WHERE STUDENTS USE THE SKILL FOR FEEDBACK
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10.13.21 PLC	10.13.21 PLC
<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) HOW MIGHT WE SYSTEMATICALLY TRACK STUDENT PROGRESS USING THIS RUBRIC/TOOL FOR MEASUREMENT? <ol style="list-style-type: none"> a) DISCUSS b) WHAT MIGHT WE CREATE? c) CREATE! 2) HOW MIGHT WE SHARE PROGRESS WITH STUDENTS, OTHER TEACHERS, PARENTS, COMMUNITY MEMBERS? <ol style="list-style-type: none"> a) DISCUSS b) WHAT MIGHT WE NEED TO CREATE? c) CREATE! <p>NEXT STEPS</p> <div> <input type="checkbox"/> LINK SYSTEMS FOR TRACKING & REPORTING PROGRESS TO PLC SLIDEDECK </div>	<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) HOW MIGHT WE SYSTEMATICALLY TRACK STUDENT PROGRESS USING THIS RUBRIC/TOOL FOR MEASUREMENT? <ol style="list-style-type: none"> a) DISCUSS b) WHAT MIGHT WE CREATE? c) CREATE! 2) HOW MIGHT WE SHARE PROGRESS WITH STUDENTS, OTHER TEACHERS, PARENTS, COMMUNITY MEMBERS? <ol style="list-style-type: none"> a) DISCUSS b) WHAT MIGHT WE NEED TO CREATE? c) CREATE! <p>NEXT STEPS</p> <div> <input type="checkbox"/> LINK SYSTEMS FOR TRACKING & REPORTING PROGRESS TO PLC SLIDEDECK </div>
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10.20.21 PLC	10.20.21 PLC
<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT STRENGTHS AND WEAKNESSES DO WE SEE IN STUDENT WORK SAMPLES OF THESE 3-5 SKILLS? <ol style="list-style-type: none"> a) CHART ON WALL 2) HOW MIGHT WE CREATE POWERFUL STRUCTURES FOR FEEDBACK & REVISION? <ol style="list-style-type: none"> a) DISCUSS b) WHAT MUST WE CREATE? (I.E. PEER REVISING CHECKLIST, ETC). c) CREATE! <p>NEXT STEPS</p> <div> <input type="checkbox"/> TAKE A PICTURE OF NOTICINGS AND INSERT IN PLC SLIDES </div> <div> <input type="checkbox"/> LINK STRUCTURES CREATED FOR FEEDBACK/REVISION TO PLC SLIDES </div>	<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT STRENGTHS AND WEAKNESSES DO WE SEE IN STUDENT WORK SAMPLES OF THESE 3-5 SKILLS? <ol style="list-style-type: none"> a) CHART ON WALL 2) HOW MIGHT WE CREATE POWERFUL STRUCTURES FOR FEEDBACK & REVISION? <ol style="list-style-type: none"> a) DISCUSS b) WHAT MUST WE CREATE? (I.E. PEER REVISING CHECKLIST, ETC). c) CREATE! <p>NEXT STEPS</p> <div> <input type="checkbox"/> TAKE A PICTURE OF NOTICINGS AND INSERT IN PLC SLIDES </div> <div> <input type="checkbox"/> LINK STRUCTURES CREATED FOR FEEDBACK/REVISION TO PLC SLIDES </div>
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10.27.21 PLC	10.27.21 PLC
GUIDING QUESTIONS <ol style="list-style-type: none"> 1) HOW DID OUR STUDENTS PERFORM ON THE ... (MAP, CERT, INTERIM ASSESSMENT, ETC)? 2) WHAT DOES THIS TELL US ABOUT THEIR LEVEL OF MASTERY OF THE 3-5 ESSENTIAL SKILLS WE IDENTIFIED AS CRUCIAL TO THEIR SUCCESS? 3) WHAT SKILLS & STANDARDS MIGHT WE TARGET IN WHOLE GROUP INSTRUCTION? SMALL GROUP? 4) HOW MIGHT OUR RE-TEACH LOOK DIFFERENT THAN OUR INITIAL TEACHING? 5) WHEN MIGHT WE RE-ASSESS LEARNING? 	GUIDING QUESTIONS <ol style="list-style-type: none"> 1) HOW DID OUR STUDENTS PERFORM ON THE ... (MAP, CERT, INTERIM ASSESSMENT, ETC)? 2) WHAT DOES THIS TELL US ABOUT THEIR LEVEL OF MASTERY OF THE 3-5 ESSENTIAL SKILLS WE IDENTIFIED AS CRUCIAL TO THEIR SUCCESS? 3) WHAT SKILLS & STANDARDS MIGHT WE TARGET IN WHOLE GROUP INSTRUCTION? SMALL GROUP? 4) HOW MIGHT OUR RE-TEACH LOOK DIFFERENT THAN OUR INITIAL TEACHING? 5) WHEN MIGHT WE RE-ASSESS LEARNING? 
<h2>NEXT STEPS</h2> <div> <input type="checkbox"/> CREATE ACTION PLAN IN PLC SLIDES BASED ON ANSWERS TO THESE QUESTIONS </div> 	<h2>NEXT STEPS</h2> <div> <input type="checkbox"/> CREATE ACTION PLAN IN PLC SLIDES BASED ON ANSWERS TO THESE QUESTIONS </div> 
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11.3.21 PLC	11.3.21 PLC
GUIDING QUESTIONS <ol style="list-style-type: none"> 1) HOW MIGHT WE CELEBRATE STUDENTS IN OUR CONTENT AREA? <ol style="list-style-type: none"> a) WHO DO WE WANT TO CELEBRATE? FOR WHAT? WHEN? 2) HOW DO WE KNOW OUR STUDENTS ARE PICKING UP WHAT WE LAY DOWN IN OUR RE-TEACH GROUPS? 	GUIDING QUESTIONS <ol style="list-style-type: none"> 1) HOW MIGHT WE CELEBRATE STUDENTS IN OUR CONTENT AREA? <ol style="list-style-type: none"> a) WHO DO WE WANT TO CELEBRATE? FOR WHAT? WHEN? 2) HOW DO WE KNOW OUR STUDENTS ARE PICKING UP WHAT WE LAY DOWN IN OUR RE-TEACH GROUPS? 
<h2>NEXT STEPS</h2> <div> <input type="checkbox"/> ID STUDENT CELEBRATIONS & CREATE BUDGET PROPOSAL - PUT IN PLC SLIDES AND SHARE WITH PRINCIPAL </div> <div> <input type="checkbox"/> ADD TO ACTION PLAN FROM LAST WEEK FOR RE-TEACH GROUPS </div> 	<h2>NEXT STEPS</h2> <div> <input type="checkbox"/> ID STUDENT CELEBRATIONS & CREATE BUDGET PROPOSAL - PUT IN PLC SLIDES AND SHARE WITH PRINCIPAL </div> <div> <input type="checkbox"/> ADD TO ACTION PLAN FROM LAST WEEK FOR RE-TEACH GROUPS </div> 
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11.10.21 PLC	11.10.21 PLC
GUIDING QUESTIONS 1) WHAT MIGHT WE BE NOTICING IN STUDENT SAMPLES OF THE 3-5 SKILLS? a) DISCUSSION b) CREATE NEXT STEPS (I.E. MINI LESSON) 2) WHAT MIGHT WE BE NOTICING FROM OUR FEEDBACK STRUCTURES? a) DISCUSSION b) CREATE NEXT STEPS (I.E. MORE TIME TO APPLY FEEDBACK, MORE CYCLES NEEDED)	GUIDING QUESTIONS 1) WHAT MIGHT WE BE NOTICING IN STUDENT SAMPLES OF THE 3-5 SKILLS? a) DISCUSSION b) CREATE NEXT STEPS (I.E. MINI LESSON) 2) WHAT MIGHT WE BE NOTICING FROM OUR FEEDBACK STRUCTURES? a) DISCUSSION b) CREATE NEXT STEPS (I.E. MORE TIME TO APPLY FEEDBACK, MORE CYCLES NEEDED)
	
<h2>NEXT STEPS</h2> <div style="border: 1px dashed black; height: 40px; width: 100%;"></div> 	<h2>NEXT STEPS</h2> <div style="border: 1px dashed black; height: 40px; width: 100%;"></div> 
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11.17.21 PLC	11.17.21 PLC
<h2>THANK YOU MEAL</h2> GUIDING QUESTIONS 1) HOW ARE WE DOING WITH THE HABITS WE COMMITTED TO THAT MAKE EACH OF USE AT OUR BEST? a) HOW ARE WE DOING WITH SUPPORTING EACH OTHER IN MAINTAINING THOSE HABITS? b) WHERE MIGHT THERE BE ROOM FOR US TO IMPROVE IN OUR SUPPORT?	<h2>THANK YOU MEAL</h2> GUIDING QUESTIONS 1) HOW ARE WE DOING WITH THE HABITS WE COMMITTED TO THAT MAKE EACH OF USE AT OUR BEST? a) HOW ARE WE DOING WITH SUPPORTING EACH OTHER IN MAINTAINING THOSE HABITS? b) WHERE MIGHT THERE BE ROOM FOR US TO IMPROVE IN OUR SUPPORT?
	
<h2>NEXT STEPS</h2> <div style="border: 1px dashed black; padding: 5px;"> <input type="checkbox"/> INDIVIDUAL SELF CARE <input type="checkbox"/> FOLLOW UP ON ANY IDENTIFIED NEEDS OF SUPPORTING TEAM </div> 	<h2>NEXT STEPS</h2> <div style="border: 1px dashed black; padding: 5px;"> <input type="checkbox"/> INDIVIDUAL SELF CARE <input type="checkbox"/> FOLLOW UP ON ANY IDENTIFIED NEEDS OF SUPPORTING TEAM </div> 
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12.1.21 PLC

GUIDING QUESTIONS

- 1) WHAT PLC RELATED SYSTEMS ADD VALUE AND ENERGY TO US?
- 2) WHERE MIGHT WE BE LOSING ENERGY AND TIME NAVIGATING SYSTEMS?
- 3) WHERE MIGHT WE BE SPENDING TIME THAT WE FEEL COULD BECOME MORE VALUABLE? WHAT SYSTEMS NEED LESS RESTRICTIONS?
- 4) WHAT SYSTEMS ARE WORKING FOR US?
- 5) WHAT SYSTEMS MIGHT NEED TO BE BETTER INTEGRATED WITH OTHER SYSTEMS, UPDATED, OR IMPROVED?



NEXT STEPS

- ☐ ADD SYSTEMS NOTES TO PLC SLIDES



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12.1.21 PLC

GUIDING QUESTIONS

- 1) WHAT PLC RELATED SYSTEMS ADD VALUE AND ENERGY TO US?
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- 4) WHAT SYSTEMS ARE WORKING FOR US?
- 5) WHAT SYSTEMS MIGHT NEED TO BE BETTER INTEGRATED WITH OTHER SYSTEMS, UPDATED, OR IMPROVED?



NEXT STEPS

- ☐ ADD SYSTEMS NOTES TO PLC SLIDES



12.8.21 PLC

GUIDING QUESTIONS

- 1) WHAT FEAR MIGHT BE HOLDING US BACK AS A TEAM?
- 2) WHAT ARE WE AFRAID PEOPLE MIGHT SEE?
- 3) WHAT ARE YOU AFRAID OF ADMITTING TO OURSELVES?
- 4) HOW MIGHT WE FACE THAT FEAR/MASK AND MOVE PAST IT? WHAT WORK NEEDS TO HAPPEN TO DO THIS?
- 5) WHAT SUPPORT MIGHT WE NEED IN THIS PROCESS?



NEXT STEPS

- ☐ LIST ANY SUPPORTS NEEDED ON PLC FEARS & MASKS SLIDE



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12.8.21 PLC

GUIDING QUESTIONS





- 1) WHAT FEAR MIGHT BE HOLDING US BACK AS A TEAM?
- 2) WHAT ARE WE AFRAID PEOPLE MIGHT SEE?
- 3) WHAT ARE YOU AFRAID OF ADMITTING TO OURSELVES?
- 4) HOW MIGHT WE FACE THAT FEAR/MASK AND MOVE PAST IT? WHAT WORK NEEDS TO HAPPEN TO DO THIS?
- 5) WHAT SUPPORT MIGHT WE NEED IN THIS PROCESS?



NEXT STEPS

- ☐ LIST ANY SUPPORTS NEEDED ON PLC FEARS & MASKS SLIDE



12.15.21 PLC	12.15.21 PLC
<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT ARE WE NOTICING ABOUT THE GIFT OF OUR TIME TOGETHER AS A TEAM? 2) HOW MIGHT WE BE ADDING VALUE TO OUR TEAM IN BOTH TIME AND CONTRIBUTIONS? 3) WHAT DO YOU WANT TO CELEBRATE FROM THIS SEMESTER? 4) LOOKING FORWARD, WHAT MIGHT BE OUR BIGGEST CHALLENGE IN THE NEXT 6 MONTHS?  <p>NEXT STEPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> POST CELEBRATIONS TO THE WALL & TAKE PICTURE FOR PLC SLIDES <input type="checkbox"/> ADD CHALLENGE TO PLC SLIDES 	<p>GUIDING QUESTIONS</p> <ol style="list-style-type: none"> 1) WHAT ARE WE NOTICING ABOUT THE GIFT OF OUR TIME TOGETHER AS A TEAM? 2) HOW MIGHT ARE WE ADDING VALUE TO OUR TEAM IN BOTH TIME AND CONTRIBUTIONS? 3) WHAT DO YOU WANT TO CELEBRATE FROM THIS SEMESTER? 4) LOOKING FORWARD, WHAT MIGHT BE OUR BIGGEST CHALLENGE IN THE NEXT 6 MONTHS?  <p>NEXT STEPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> POST CELEBRATIONS TO THE WALL & TAKE PICTURE FOR PLC SLIDES <input type="checkbox"/> ADD CHALLENGE TO PLC SLIDES 
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Appendix AB: Coaching Process Feedback Survey

3/30/2021

COACHING PROCESS FEEDBACK

COACHING PROCESS FEEDBACK

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Coach and Coachees,

Please complete this survey mid-year and at the end of the year. Do not put your name in the form. Answer honestly as your feedback will help our administration team continue to refine our vision for coaching to better meet the needs of all staff. Responses will not be used in an evaluative nature. Thank you!

* Required

1. What is your role in this program? *

Mark only one oval.

- ☐ Coach
☐ Coachee

2. Where are you in the coaching process? *

Mark only one oval.

- ☐ Mid-Year - Year 1
☐ End of Year - Year 1
☐ Mid-Year - Year 2
☐ End of Year - Year 2
☐ Mid-Year - Year 3
☐ End of Year - Year 3

<https://docs.google.com/forms/d/1L-c7Kavv2uRQ234uWU6uR5jD8673la-DjF13i6W4k/edit>

3/30/2021

COACHING PROCESS FEEDBACK

7. If you are growing, in what ways are you learning/ growing/ changing? If are not growing, what might be some barriers to that growth? *

8. What haven't we thought about? Planned for? Made time for? Made a priority? ... that we should as part of the coaching process. *

9. What aspects of the coaching process and living coaching document are working for you? *

<https://docs.google.com/forms/d/1L-c7Kavv2uRQ234uWU6uR5jD8673la-DjF13i6W4k/edit>

15

3/30/2021

COACHING PROCESS FEEDBACK

3. Were you part of the pilot program? *

Mark only one oval.

- ☐ Yes
☐ No

4. What are the unexpected benefits of the coaching process? *

5. Where are the unexpected obstacles of the coaching process? *

6. Are you growing as a result of the coaching process? *

Mark only one oval.

- 1 2 3 4
No or Very Little ☐ ☐ ☐ ☐ Yes, Significantly

<https://docs.google.com/forms/d/1L-c7Kavv2uRQ234uWU6uR5jD8673la-DjF13i6W4k/edit>

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3/30/2021

COACHING PROCESS FEEDBACK

10. In what ways could we improve the coaching process and living coaching document? *

11. What learning (resource/tool) around coaching is particularly powerful for you in embracing coaching (resources we shared or resources you discovered)? *

12. How have students been effected by the coaching process (i.e. your learning, conversations, growth, changes)? What evidence exists to support this? *

<https://docs.google.com/forms/d/1L-c7Kavv2uRQ234uWU6uR5jD8673la-DjF13i6W4k/edit>

45

3/30/2021 COACHING PROCESS FEEDBACK

13. What is the natural next step for our school as we continue to engage in coaching?
*

14. What haven't we asked that we should ask? How would you respond?

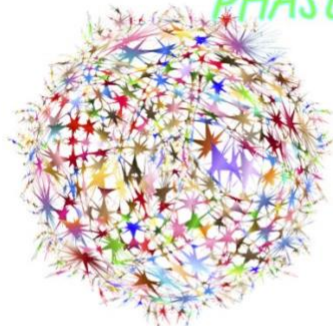
This content is neither created nor endorsed by Google.

Google Forms

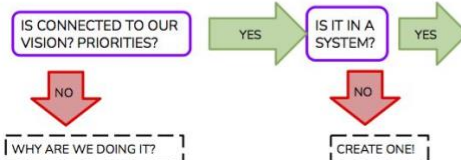
Appendix AC: Systems Check Phase 2

SYSTEM CHECK

PHASE 2



PRELIMINARY QUESTIONS

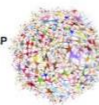


SPECIFIC SYSTEMS

CALENDAR CONTROL

1. WHO IS IN CONTROL OF YOUR TIME (AKA CALENDAR)?
2. WHAT TENSIONS MIGHT YOU FACE IN CALENDAR CONTROL? HOW MIGHT THESE TENSIONS BE ALLEVIATED?
3. IN CONDUCTING AN AUDIT OF YOUR VISION AND BIG 3 PRIORITIES, WHAT PERCENT OF YOUR TIME EACH DAY/WEEK IS SPENT ON EACH?
4. WHAT MIGHT YOU HAVE LEARNED FROM THE AUDIT OF YOUR DAY/WEEK?
5. WHERE MIGHT YOU CONTINUE TO SPEND TIME AFTER THE AUDIT? WHERE MIGHT YOU ADD TIME/TAKE AWAY TIME FOLLOWING THE AUDIT?
6. WHAT MIGHT THE PEOPLE YOU COACH SAY ABOUT THE VALUE YOU PLACE ON THIS COACHING TIME?
7. WHAT IS WORKING WITHIN THE CALENDAR CONTROL SYSTEM?
8. HOW MIGHT YOUR CONTROL CONTROL SYSTEM BE IMPROVED TO SAVE YOU TIME AND ENERGY?

☐ KEEP AS IS ☐ MINOR ADJUSTMENTS ☐ MAJOR OVERHAUL ☐ SCRAP

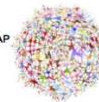


OVERALL

GUIDING QUESTIONS

1. WHAT SYSTEMS ADD VALUE AND ENERGY TO YOU?
2. WHAT SYSTEMS PROVIDE YOU WITH OPPORTUNITIES TO COLLABORATE AND CONNECT WITH OTHERS?
3. WHERE MIGHT YOU BE LOSING ENERGY AND TIME NAVIGATING SYSTEMS?
4. WHERE MIGHT YOU BE SPENDING TIME THAT YOU FEEL COULD BECOME MORE VALUABLE? WHAT SYSTEMS NEED LESS RESTRICTIONS?
5. WHAT SYSTEMS ARE WORKING FOR YOU?
6. WHAT SYSTEMS MIGHT NEED TO BE BETTER INTEGRATED WITH OTHER SYSTEMS, UPDATED, OR IMPROVED?

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SPECIFIC SYSTEMS

LIVE COACHING DOCUMENT

1. WHAT TENSIONS MIGHT YOU BE YOU FACING AS YOU UTILIZE THE LIVE COACHING DOCUMENT? HOW MIGHT THIS TENSION BE ALLEVIATED?
2. WHAT IS WORKING WITHIN THE LIVE COACHING DOCUMENT?
3. WHAT MIGHT NEED TO BE IMPROVED WITHIN THE COACHING DOCUMENT TO SAVE YOU TIME AND ENERGY?
4. HOW MIGHT YOU LEARN TO WHAT EXTENT COACHING DOCUMENT IS WORKING FOR TEACHERS?
5. WHAT MIGHT BE MISSING ON THE COACHING DOCUMENT? WHAT MIGHT NOT BE NEEDED ON THE COACHING DOCUMENT?

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SPECIFIC SYSTEMS

COACHING CARDS

1. WHAT TENSIONS ARE YOU FACING AS YOU USE THE COACHING CARDS THAT YOU CREATED (OR MODIFIED)? HOW MIGHT THIS TENSION BE ALLEVIATED?
2. WHAT IS WORKING WITH THE COACHING CARDS?
3. WHAT MIGHT NEED TO BE IMPROVED WITHIN THE COACHING CARD SYSTEM TO SAVE YOU TIME AND ENERGY?
4. WHERE MIGHT YOU SHINE WITH QUESTIONING TECHNIQUES? WHERE MIGHT YOU STRUGGLE WITH QUESTIONING TECHNIQUES?
5. WHERE MIGHT YOU SEE ALIGNMENT ACROSS COACHING CONVERSATIONS WITH YOUR ADMINISTRATION TEAM AND SCHOOL VISION? WHERE MIGHT YOU SEE AUTONOMY IN INDIVIDUAL COACHING?
6. HOW MIGHT YOU PREPARE FOR FOLLOW UP QUESTIONS IN INDIVIDUAL COACHING SESSIONS?

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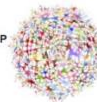


SPECIFIC SYSTEMS

OTHER (FOR EXAMPLE PRIORITY SYSTEMS)

1. WHAT IS THE SYSTEM THAT YOU ARE CHECKING?
2. IN WHAT WAYS MIGHT IT ADD VALUE TO YOU, YOUR TEAM, YOUR ORGANIZATION?
3. IN WHAT WAYS MIGHT IT TAKE AWAY VALUE FROM YOU, YOUR TEAM, YOUR ORGANIZATION?
4. HOW DO YOU FEEL WHEN YOU THINK ABOUT THE SYSTEM? WHY MIGHT THIS BE?
5. HOW MIGHT THIS SYSTEM ALIGN TO YOUR VISION AND PRIORITIES?
6. WHERE MIGHT THIS SYSTEM FIT WITHIN THE COACHING PROCESS?
7. IN A PERFECT WORLD, WHAT MIGHT THIS SYSTEM LOOK LIKE? FEEL LIKE? SOUND LIKE?
8. HOW MIGHT THE SYSTEM BE SIMPLIFIED?

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PHASE 2: SYSTEM CHECK

WHO'S GOT TALENT

1. WHAT TENSIONS MIGHT TEACHERS BE YOU FACING AS THEY UTILIZE THE WHO'S GOT TALENT SLIDES? WHAT TENSIONS MIGHT YOU BE FACING AS YOU PROCESS TEACHER RESPONSES WITH THEM? HOW MIGHT THIS TENSION BE ALLEVIATED?
2. WHAT IS WORKING WITH THE WHO'S GOT TALENT SYSTEM?
3. WHAT MIGHT NEED TO BE IMPROVED WITHIN THE WHO'S GOT TALENT SYSTEM TO SAVE YOU TIME AND ENERGY?
4. WHERE MIGHT TEACHER TALENTS GO UNIDENTIFIED? HOW MIGHT THIS BE CHANGED?
5. WHERE MIGHT YOU SEE CONNECTION AND ALIGNMENT WITH THE WHO'S GOT TALENT SYSTEM AND LEARNING IS SHARING SYSTEMS? WHERE MIGHT THERE BE A DISCONNECT? WHAT MIGHT BE A NEXT STEP?
6. WHERE MIGHT THE WHO'S GOT TALENT SYSTEM FIT WITHIN THE COACHING PROCESS?

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PHASE 2: SYSTEM CHECK

LEARNING IS SHARING

1. WHAT SYSTEM MIGHT YOU USE TO RECORD THE PROCESS TEACHERS SHARING THEIR TALENTS?
2. WHAT TENSIONS ARE YOU FACING WITH YOUR LEARNING IS SHARING SYSTEM? HOW MIGHT THESE TENSIONS BE ALLEVIATED?
3. WHAT IS WORKING WITH THE LEARNING IS SHARING SYSTEM? IN WHAT WAYS MIGHT IT ADD VALUE TO YOUR SCHOOL?
4. WHAT MIGHT NEED TO BE IMPROVED WITHIN THE LEARNING IS SHARING SYSTEM TO SAVE YOU (YOUR TEAM) TIME AND ENERGY?
5. WHERE MIGHT THE LEARNING IS SHARING SYSTEM NATURALLY ALIGN WITH SCHOOL AND DISTRICT VISION AND PRIORITIES?
6. WHERE MIGHT TEACHER TALENTS NOT SHINE IN OUR LEARNING IS SHARING SYSTEM? HOW MIGHT THIS BE CHANGED?
7. WHERE MIGHT WE PROVIDE GREATER OPPORTUNITY FOR AUTONOMY, MASTERY, CONNECTEDNESS AND/OR PURPOSE THROUGH OUR LEARNING IS SHARING SYSTEM?

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PHASE 2: SYSTEM CHECK

NORMS, GOALS, ROLES & PROGRESS

1. WHAT TENSIONS MIGHT TEACHERS BE FACING AS THEY UTILIZE THE COACHING GROUPS SYSTEM? HOW MIGHT THIS TENSION BE ALLEVIATED?
2. WHAT SYSTEM MIGHT YOU USE TO RECORD THE GROUP GOALS AND PROGRESS IN ONE PLACE?
3. WHAT IS WORKING WITH THE GROUP COACHING SYSTEM? IN WHAT WAYS MIGHT IT ADD VALUE TO YOUR SCHOOL?
4. WHAT MIGHT NEED TO BE IMPROVED WITHIN THE GROUP COACHING SYSTEM TO SAVE YOU (YOUR TEAM) TIME AND ENERGY?
5. WHERE MIGHT THE GROUP COACHING SYSTEM NATURALLY ALIGN WITH SCHOOL AND DISTRICT VISION AND PRIORITIES?

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PHASE 2: SYSTEM CHECK

GROUP COACHING CARDS

1. WHAT TENSIONS ARE YOU FACING AS YOU USE THE GROUP COACHING CARDS THAT YOU CREATED (OR MODIFIED)? HOW MIGHT THIS TENSION BE ALLEVIATED?
2. WHAT IS WORKING WITH THE GROUP COACHING CARDS?
3. WHAT MIGHT NEED TO BE IMPROVED WITHIN THE GROUP COACHING CARD SYSTEM TO SAVE YOU TIME AND ENERGY?
4. WHERE MIGHT YOU SHINE WITH QUESTIONING TECHNIQUES AS USED WITH GROUPS? WHERE MIGHT YOU STRUGGLE WITH QUESTIONING TECHNIQUES?
5. WHERE MIGHT YOU SEE ALIGNMENT ACROSS GROUP COACHING CONVERSATIONS WITH YOUR ADMINISTRATION TEAM AND SCHOOL VISION? WHERE MIGHT YOU SEE GROUP AUTONOMY IN GROUP COACHING?
6. HOW MIGHT YOU PREPARE FOR FOLLOW UP QUESTIONS IN GROUP COACHING SESSIONS?

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PHASE 2: SYSTEM CHECK

COACHING PROCESS FEEDBACK SURVEY

1. WHAT TENSIONS MIGHT YOU BE FACING AS YOU GIVE THE COACHING PROCESS FEEDBACK SURVEY? HOW MIGHT THIS TENSION BE ALLEVIATED?
2. WHAT IS WORKING WITH THE SYSTEM FOR COACHING PROCESS FEEDBACK? IN WHAT WAYS MIGHT IT ADD VALUE TO YOUR SCHOOL?
3. WHAT MIGHT NEED TO BE IMPROVED WITHIN THE SYSTEM FOR COACHING PROCESS FEEDBACK TO SAVE YOU (YOUR TEAM) TIME AND ENERGY?
4. WHAT QUESTIONS MIGHT THE SURVEY ASK THAT ARE NOT NEEDED?
5. WHAT QUESTIONS IS SURVEY NOT ASKING THAT MIGHT BE NEEDED?
6. WHAT MIGHT BE WORKING OR NOT WORKING WITH THE WAY YOUR TEAM IS ANALYZING AND USING THE RESULTS OF THE SURVEY?

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Appendix AD: Impartial Coaching Part 2

IMPARTIAL COACHING

- 1 ID PROFESSIONAL BIAS
PART 2: BLINDSPOTS
- 2 AWARE OF COMMON COGNITIVE BIAS
- 3 USE QUESTIONING TECHNIQUES
★ TO CONTROL PERSONAL BIAS
★ TO ASSIST COACHEE TO ID THEIR BIAS
AND POTENTIAL BLIND SPOTS
- 4 RECEPTIVE TO OTHER PERSPECTIVES

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ID PROFESSIONAL BIAS

GENERAL

- ☐ What might be some of my biases? Tool for uncovering subconscious personal biases: <https://implicit.harvard.edu/implicit/takeatest.html>
- ☐ What might be some general assumptions and beliefs that I have about what teaching and learning should and should look like?
- ☐ What might be some general assumptions and beliefs that I have about what an exemplary teacher looks like and what an ineffective teacher looks like?
- ☐ What might be some general assumptions and beliefs that I have about why teachers or teaching practices are ineffective? Why learners might not be learning?
- ☐ What might be personality types, job roles, or other characteristics of people that I prefer working with?
- ☐ What area of expertise might you bring to the table that might impact your listening or others' sharing?
- ☐ In what ways might your behavior impact others?

SPECIFIC

- ☐ Do I have an automatic feeling or judgment (positive or negative) about a person I am coaching?
- ☐ Am I being reminded of someone?
- ☐ What in my background is being triggered by this person or circumstance?
- ☐ How might this bias affect our coaching relationship?

NEXT STEPS

- ☐ What patterns in my decision making am I noticing that might be impacted by my biases?
- ☐ How might I consciously intervene to mitigate the impact of these biases?
- ☐ What might accountable partners in mitigating the impact of these biases look like?



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OTHER POTENTIAL BLINDSPOTS

PERSONAL

- ❑ What might be some of my blindspots?
- ❑ What area of expertise do I bring to the table that might impact my listening or others' sharing?
- ❑ What teaching and learning practices worked for me? Did not work for me? How does this affect my coaching?
- ❑ What has been my experience in the role of a coach? How might this impact my empathy and my coaching?
- ❑ What might be some general assumptions and beliefs that I have about coaching?
- ❑ In what types of situations might I put on blinders? Have blindspots?
- ❑ In what ways might my lack of "seeing" the full picture impact others?

DIGGING DEEPER - PHASE 2



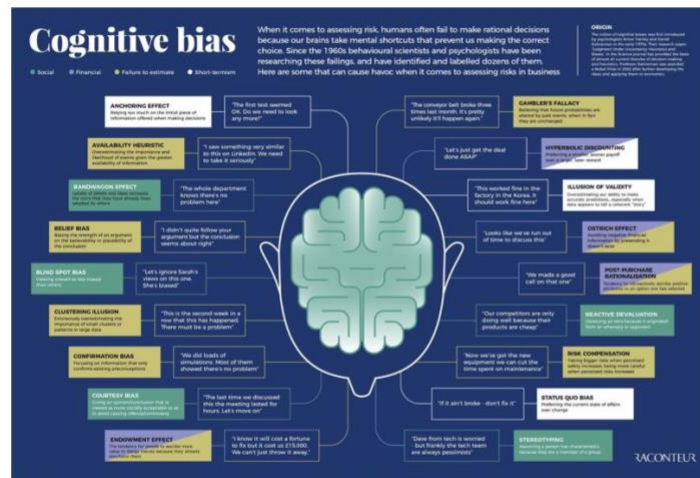
SCHOOL

- ❑ What has been my overall experience with this school? This teacher? How do these experiences impact my coaching conversations?
- ❑ What might be some general assumptions and beliefs that I have about a principal's role?
- ❑ What might be the current "elephant in the room" (unspoken thing that needs to be said) in my school? What might it look like to remove the power of the elephant in the room by addressing it?
- ❑ What might be a belief that I have about the purpose of schools? Who or what influenced this belief?
- ❑ Where might I be out of alignment with our vision or my values?
- ❑ What might there be discrepancies between my intended message and the received message?
- ❑ How might these blinders/blindspots affect my coaching relationships?

NEXT STEPS

- ❑ What patterns in my decision making am I noticing that might be impacted by my blindspots?
- ❑ How might I consciously intervene to mitigate the impact of these blindspots?
- ❑ What might accountable partners in mitigating the impact of these blindspot look like?
- ❑ How might sharing what I've discovered about my own bias and blindspots help others in their journeys?
- ❑ What steps might I take to align my intended message with the message that is received?

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Photo Credit: (Cousins), J. March 3, 2018. 18 Cognitive bias examples show why mental mistakes get made. Visual Capitalist. Retrieved from: <https://www.visualcapitalist.com/18-cognitive-bias-examples-mental-mistakes/>

COGNITIVE BIAS

COGNITIVE BIAS

GENERAL

- ☐ Which cognitive bias(es) might you use a mental shortcut more frequently than others?
- ☐ What underlying assumptions, values or needs might be met by this cognitive bias?

SPECIFIC

- ☐ How might these cognitive biases impact my coaching relationships?

NEXT STEPS

- ☐ What patterns in my decision making am I noticing that might be impacted by my cognitive biases?
- ☐ How might I consciously intervene to mitigate the impacts of these biases?
- ☐ What might accountability partners in mitigating the impact of these cognitive biases look like?

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QUESTIONING TECHNIQUES

GENERAL

- ☐ What might I be learning from engaging in the coaching process?
- ☐ What might I learn from answering the question: who is doing most of the talking during coaching conversations?
- ☐ What might my body language communicate to an observer?
- ☐ Where might there be consistency and inconsistency in the coaching processes?
- ☐ Where might the boundaries between my roles be blurred or lacking clarity?

SPECIFIC

- ☐ What steps might I take to ensure that my questions are non-leading, have multiple paths, and are open?
- ☐ How might I create safe non-evaluative spaces for coaching?
- ☐ In what ways might I intentionally separate my coaching role from my evaluator role (and other roles)?

NEXT STEPS

- ☐ What patterns in my questioning techniques am I noticing might need adjustment?
- ☐ How might I consciously intervene to mitigate the impacts of unclear or blurred boundaries between roles?
- ☐ What might accountability partners in mitigating the impact of these unclear boundaries between roles look like?
- ☐ How might I ask questions that allow my coachee to discover their underlying assumptions about teaching and learning so they
- ☐ How might I ask questions that allow my coachee to discover their blind spots?

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RECEPTIVE TO OTHER PERSPECTIVES

GENERAL

- ☐ What might be my purpose(s) for listening during my coaching conversations?
- ☐ How might this purpose(s) be working for me?
- ☐ What might my body language communicate to an observer?
- ☐ What might my typical initial response to a problem communicate to an observer?
- ☐ How might my strengths and weaknesses as a team member contribute to or take away from my coaching conversations?
- ☐ Where might the identity of me and the identity of us as a coaching partnership, team, or school begin?

SPECIFIC

- ☐ How might the people in my inner circle be described in relation to me in terms of their beliefs and values around teaching and learning?
- ☐ Why might I feel the need to close off or shut down perspectives that differ or are opposite from mine?
- ☐ Describe the best possible scenario in which I am receptive to all other perspectives.
- ☐ How might I maintain authenticity to my identity while yielding to the identity of others around me?

NEXT STEPS

- ☐ How might I regularly seek feedback from my coaching partners?
- ☐ What might it look like to have a coach that pushes my thinking and challenges my assumptions?

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VITA

HANNAH M. SCOTT

EDUCATION

May, 2006	Bachelor of Arts University of Kentucky Lexington, Kentucky
May, 2012	Master of Arts Asbury University Wilmore, Kentucky
December, 2017	Education Specialist Asbury University Wilmore, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2020-Present	Assistant Principal The Academy Bardstown, Kentucky
2018-2020	Assistant Principal Nelson County High School Bardstown, Kentucky
2017-18	Curriculum, Instruction, and Assessment Coach Elkhorn Middle School Frankfort, Kentucky
2014-17	Special Education Teacher Woodford County Middle School Versailles, Kentucky

- 2009-14 Special Education Teacher
Safe Harbor Academy Alternative Education Program
Versailles, Kentucky
- 2006-09 Special Education Teacher
Anderson County High School
Lawrenceburg, Kentucky

HONORS

- 2019-20 Outstanding Doctoral Student in P-12 Education Leadership
Track Award
Morehead State University
Morehead, Kentucky
- 2017-18 Kentucky Women in Education Leadership
KASA
Louisville, Kentucky
- 2015-16 Leading for Learning Fellow
KASC
Louisville, Kentucky
- 2013-14 Teacher of the Year Award
Central Kentucky Education Co-op
Lexington, Kentucky
- 2012-13 Aspiring Leaders Cohort
Woodford County Schools
Versailles, Kentucky
- 2012-13 Teacher of the Year for State Agency Children
KECSAC
Richmond, Kentucky
- 2011-12 Teacher of the Year Award
Woodford County Schools
Versailles, Kentucky