Disruptive Development: Coaching as a Tool for Culture Change

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Agenda

• Welcome & Grounding
• Background & Context
• Journey to Leadership Coaching
• Table Work
• Sharing and Q&A
• Resources
Coaching Reflection

Think about a time you benefited from coaching (on a team, in athletics or arts, on the job, in an activity). How did this experience benefit you? What made it successful / unsuccessful? What role did the coach play?
Foundational Belief #1:

We believe excellent instruction is possible every day, in every classroom, and for every child.
Foundational Belief #2:

Teaching is a complex job.
Foundational Belief #3:

People do not know what it looks like when they do what they do.
Foundational Belief #4:

Coaching is a unique skill set.
Appreciation: I see you.

Evaluation: This is where you stand.

Coaching This is how you can get better.
One of the main barriers…
to turning knowledge into action
is the tendency to treat talking about something
as equivalent
to actually doing something about it.

Jeffrey Pfeffer & Robert Sutton
*The Knowing - Doing Gap*
“Through instructional coaching, teachers work in partnership to understand the current reality, hone existing skills, and implement change; through professional dialogue, the coach offers encouragement, accountability, and an alternate perspective. In the end, coaching is always about supporting students.”
Coaching is voluntary, confidential, non-evaluative, done by a trained professional.
SLOW
SAFETY FIRST
CAUTION
## Coaching takes root

<table>
<thead>
<tr>
<th>Year</th>
<th>Research &amp; Planning</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>Planting Seeds and Practicing</td>
<td></td>
<td>Launch of Formal Coaching Program</td>
<td>Deeper Work</td>
<td>Deeper Still</td>
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<tr>
<td>2016-17</td>
<td>Training 10 coaches</td>
<td>Practicing coaching</td>
<td>Faculty coaching</td>
<td>Faculty coaching and Leadership coaching</td>
<td>Book studies, drop-in trainings, all school PD</td>
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<tr>
<td>2017-18</td>
<td>Book Studies</td>
<td>Faculty coaching</td>
<td>Book Studies</td>
<td>All teachers film themselves</td>
<td>All teachers film themselves</td>
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<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td>AOCT Training, Leadership coaching pilots</td>
<td></td>
<td></td>
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<tr>
<td>2019-20</td>
<td></td>
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</table>
Pause
Listen without judging
Make your colleagues feel brilliant
Challenge yourself to share what's on your mind
I wonder...
Be present
Communicate what is important to you
Don't check email
Leave your worries at the door
Be positive
Share airspace
Respect others
No pocket veto
Take risks
Be supportive
Be present and mindful of others
Be you (authentic)
Yes... and language
Be yourself (mostly)
Mission Statement - The Academic Technology team serves as catalysts to bring new ideas to teaching and learning. The team serves as a bridge from theory to practice by modeling adaptive, iterative, intentional learning to support professional growth, instructional development, and enriched student experiences. We actively collaborate with the broader Lovett community.

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Purpose</th>
<th>How / Materials</th>
<th>Outcome / To-Do / Decision-Making Process</th>
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</thead>
<tbody>
<tr>
<td>10:45</td>
<td>Mindful Moment Agenda Review</td>
<td>Intention Setting, Focus</td>
<td></td>
<td>We should all offer mindful moments</td>
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<tr>
<td>10:50 - 10:55</td>
<td>Check-In (1 minute / person):</td>
<td>Information Sharing</td>
<td>Whole Group Discussion</td>
<td>Thomas - Workshop in Maine; Toys in LS Teresas - 6th Grade Sustainability Project, Solar Cars in Intramural, 8th Grade Cardboard with Hummingbird Stacia - The Social Institute, 8th Grade English Portfolios Rebekah - Rethinking curriculum in LS; 5th Grade Collaboration Jocelyn - Toys in US, Spanish Color Project, Makey Makey and Little Bits with Science Conways - Fab Days, English Lantern Project (Chelle and Thomas)</td>
</tr>
<tr>
<td>10:55 - 11:00</td>
<td>Debrief on Maker Faire</td>
<td>Determine Future Participation</td>
<td>Whole Group Discussion</td>
<td>Family/Community Build Day (?)</td>
</tr>
<tr>
<td>11:00 - 11:15</td>
<td>Strategic Design Process</td>
<td>Information Sharing</td>
<td>Recap of Values Clarification</td>
<td>Homework: Become familiar with the NDE</td>
</tr>
<tr>
<td>11:20 - 11:25</td>
<td>Check-Out (1 minute / person):</td>
<td>Information Sharing</td>
<td>Whole Group Discussion</td>
<td></td>
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<tr>
<td>11:25 - 11:45</td>
<td>Break Out</td>
<td>Focused Work</td>
<td>Announcements</td>
<td>Make / Design / Engineering</td>
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<td></td>
<td>Faculty Support</td>
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How Do You Listen

Read through the kinds of listening activities listed here. Ask someone to talk for a minute or two. Notice what kinds of listening activities your mind does, and check off the boxes as you notice your mind going into these places.

Alternately, listen to someone talk, watch your mind wanders, and then use this tool afterward to record your observations.

- Listening to find connections. Your mind thinks, “Oh, I remember when that happened to me too!”
- Listening to find a story of your own to share. Your mind thinks, “I can tell her about that time that I…”
- Listening but wanting to jump in and finish the speaker’s sentence.
- Listening to find a point you agree or disagree with.
- Listening to find something you can ask a clarifying question about after because you want more information.
- Listening to understand the other person’s perspective.
- Listening to ask a probing question to elicit the other person’s thinking or build their reflective capacity.
- Listening to fix it—to find a way to help or solve a problem, to give advice.
- Listening and empathizing with the other person.
- Listening and judging the other person—finding fault with what they said or did, evaluating their thoughts.
- Listening to find something you can critique or offer a rebuttal.
- Listening and feeling impatient, wishing that the other person would stop talking.
- Faking listening. Being bored by what the other person is saying. Occasionally nodding or ah-ha-ing but spacing out.
- Listening and feeling excited, inspired or moved by what the other person says.
- Listening for implicit meanings; listening between the lines.
I Always Strive to Be…

• Authentic
• Transparent
• Vulnerable
“Leadership coaching with Stacia was an extremely helpful experience. Working with a team of 11 people, I often felt as though we were all disconnected - as if we were all on our own paths with our own agendas. Stacia assisted me in thinking through strategies and activities that helped the team connect through common values, backgrounds, and goals. Time spent thinking through the structure of the meeting agendas really provided insight into how to bring my team together in a more productive and connected way...Her approach helped my challenges with my team feel less like failures and more like what they were - areas of growth...Leadership coaching provided me a space to get a new perspective and purposefully devote time to redefining my approach to what it means to lead a team.”
Identify a learning goal, growth opportunity, or school priority on which to focus.

1. Identify tools for creating “fertile ground.”
2. Identify individuals who can be trained as experts and coaches? How might you train them?
3. Identify systems for making the change sustainable? Who will steward the learning? How can it be integrated into existing systems?
Questions & Comments
Resources

Knight, Jim. *Instructional Coaching and High Impact Instruction*

Aguilar, Elena. *The Art of Coaching Teams* and *The Art of Coaching*

Stone and Heen. *Thanks for the Feedback*

Feldman, Joe. *Grading for Equity*

Conferences by Jim Knight (Instructional Coaching Group), Elena Aguilar (Bright Morning Consulting), National Equity Project

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