SPDG Process Coaching Practice Profile Shared Understandings

Below please find a Shared Understandings Document to align with the Process Coaching Practice Profile.

This document is designed as a calibration tool to help establish consistency in ratings as well as to assist in clarifying the items for the implementation coach. Please become familiar with the examples provided. It is extremely important each prompt is interpreted in a similar manner by all process coaches and all individuals observing or providing implementation feedback to coaches.

# I. Effective Communication

## A. Coaches maintain professional standards when communicating:

### Item 1. Identifying and using the communication method (i.e., email, phone, in person) that is appropriate to the situation.

Various communication methods serve different purposes and are better suited to some individuals/teams and topics/concerns than others. Coach is purposeful in choosing a communication method that meets an expressed need.An observer would see a variety of communication methods being used, rather than coach always choosing one method.

Example: After attempting to coach through an issue by phone and email, coach may say “We do not seem to be moving forward with this, I wonder if it could be added to the agenda for our next meeting with the team?”

### Item 2. Building and maintaining rapport.

This is the relationship prompt. You might hear “friendly” language, topics not specifically related to the work, warm and open body language (smiling, joking etc.)

Although a coach may encounter situations that involve push-back or confrontation, the coach continues to try to establish or build rapport.

## B. Coaches use effective communication strategies

### Item 3. Pausing to allow time for active listening and processing of information.

Coach helps pace the conversation to allow time for processing and questioning. During discussions, silence is not seen as something negative but as a time for people to process information. Coach knows when to give the next prompt to move the conversation.

### Item 4. Paraphrasing to signify understanding, acknowledge emotion, and shift conversation level.

Coach summarizes to acknowledge understanding of content and feeling, organizes and connects the speaker’s ideas and creates entry for the person to be reflective about their thoughts and comments.

### Item 5. Presuming positive intention to convey acceptance, trust, and respect.

Non-threatening environment, non-evaluative comments. Language to indicate trust and that the participant is knowledgeable and will be active in the process.

### Item 6. Powerful questioning to deepen and extend thinking.

Coach asks authentic questions that elicit responses that move the conversation forward. To be an authentic question, the coach cannot already know the answer or have decided what the answer should be.

## C. Coaches provide feedback

### Item 7. Feedback is action-focused and contingent on progress towards specified goals/criteria.

Feedback is not a retelling of observations or list of problem areas but, instead, focuses on suggestions for changing future behaviors. Feedback is based on relevant data from multiple sources.

### Item 8. Feedback challenges assumptions that may be interfering with attainment of team goals.

Coach recognizes that habits of mind are interfering with progress and addresses the issue directly.

Example: Coach heard debriefing with team or internal leader after a meeting about redirection of team.

“How might you use the nonnegotiable to redirect the conversation at the next meeting?

### Item 9. Feedback positively reinforces, acknowledges and celebrates success.

Coach starts feedback session with positives of what is going well and asks others to share positives, as well. Coach presumes positive intent even when feedback refers to an area of improvement.

Example: Coach uses plus, delta strategy during meeting, always starting with pluses. Coach asks “How might you share and celebrate your success with others in the district?”

# II. Organization and Structure

## A.Coaches are purposeful and prepared when structuring their work with coaching participants, as demonstrated by:

### Item 1: Scheduling routine coaching sessions based on the need of the individuals/teams being coached and honoring the time committed to coaching.

Coach has identified the frequency, schedule, and duration of coaching sessions customized to the needs being addressed. Schedules are documented on calendars, minutes, and/or feedback forms and shared with all coaching participants. Everyone’s time is considered by starting on time and ending on time.

Example: “As we work together, it is helpful to look at our calendar of feedback sessions to make sure I’m observing the things you want me to observe.

### Item 2. Ensuring mutual agreement of the purpose and scope of the coaching session.

The expectation of this prompt is grounded in the act of coaching being a collaborative reciprocal relationship. Coaching is purposeful and intentional and must focus on accomplishing established goal(s). Would see evidence of correlations between data and the established goal. Movement toward goal is documented.

Example: “As a result of completing the OIP Practice Profile, you chose to focus on communication loops between the DLT and the BLT. Tell me about the steps you have taken thus far to address this issue.”

### Item3. Utilizing a variety of methods (i.e., logs, dialogue, observation) to monitor and support implementation.

Coach maintains documentation that updates movement toward goal.

Examples: Coach attends TBT meeting to observe teachers use of the 5 step process, logging observations. Following the meeting, coach provides feedback to team and discusses improvement strategies.

### Item 4. Utilizing Stages of Concern and Levels of Use continuums to scaffold support that matches the needs of the team and the individuals on the team.

Assessment of attitudes and perceptions based on stages of concern and typical team behaviors based on level of use. (http://www.nas.edu/rise/backg4a.htm). Interventions applied based on those assessments.

Example: Hearing several team members commenting that they do not have time to complete necessary data collection, coach utilizes coaching prompts to address time management issues and move team to a higher level of functioning.

## B.Coaches establish an effective infrastructure for process coaching by working collaboratively with participant(s).

### Item 5. Utilize implementation research and assessment of current practices to identify implementation strengths and challenges.

Example: “Your plan to improve fidelity of using (instructional practice) sounds like a good start. Research indicates that (instructional practice) will improve student learning.”

### Item 6. Utilize the Ohio 5 step process to focus on problem solving, action planning, and reflection.

Coach prompts team to analyze student and adult data, +/-, hear next steps being discussed and identification of resources needed. See TBT, BLT minutes that would improve over time and reflect adult implementation indicators.

# III. Capacity Building

## A.Coaches allow participant(s) to take ownership for their own problem identification, solutions, and reflection.

### Item 1. Facilitating participant(s) review of relevant data, particularly student data.

You would see participants coming prepared with data and hear references to student data and its use by the coaching recipient(s), followed by the coach then referencing the data in the coaching conversation. It is not just about adult behavior, but the adult behavior being viewed as an antecedent to change/influence on student learning/behavior.)

Examples: “What is the data telling you?”

“In looking at the student data, what conclusions do you draw as to what you need to do next?”

“I see the post-test data on the unit of instruction shows a decrease as opposed to an increase in the scores of the students. What do you think might be influencing the data?”

“I noticed you indicated (instructional method) was employed in the teaching of XXYZ skills. How did the students respond to this practice?”

“I observed that the team was receiving the data when the team meeting started. What is getting in the way of the data being submitted in time to allow it to be copied and distributed to team members?”

“Remember when we looked at the team functioning survey (e.g. practice profile), it indicated a weaknesses in team member communication. How can we use that data to problem solve strategies to strengthen our collaborative team work?”

“Let’s talk further about how to close the gap between where we are and where we want to go.”

### Item 2. Supporting participant(s) to identify what is working well and strategies for celebrating their successes.

Coach acknowledges recent accomplishments or asks team to acknowledge recent accomplishments. See standing agenda item to share progress and celebrations.

Examples: “What went well?”

“Given the data we are reviewing, the teachers appear to be skilled at writing lessons that require students to process thoughts at higher order thinking levels.”

### Item 3. Providing opportunities for participant(s) to identify necessary changes to current practice, possible actions, and how changes will improve outcomes.

This item embodies the solution-orientation of the coaching work. It isn’t only about identifying the issue/challenge, but about providing opportunities for the coaching recipient(s) to brainstorm and identify possible solutions, followed by the reinforcing support of the coach in honoring their possible solutions and expanding on the ideas as appropriate.

### Item 4. Supporting changes in practice by assisting participant(s) to generate evidence/examples of how or where content/practice is currently being used effectively.

Examples of content/practice in use may be from coach or the person(s) being coached.

Example: “You will increase the fidelity of the (instructional practice) which research indicates is an effective practice to improve student learning.”

### Item 5. Assessing the need for guided practice and offering opportunities or resources, if needed.

Examples: “Is there an area in which you need more support?”

Teachers express interest in developing rubrics to use with science projects. Coach offers website suggestions where teachers can get more information and examples of such rubrics and asks if anyone would be willing to commit to bringing a sample project and a rubric to practice together at the next meeting.

### Item 6. Connecting implementation to results.

Coaches realize that moving from implementation science best practice to student outcomes is not automatic. Coaches help teams determine if lack of progress is due to fidelity of implementation or the strategy chosen to implement.

Example: “Lack of fidelity in the use of (instructional practice) can certainly be a contributor to lack of student progress. What are some strategies you might use to promote fidelity in the use of (instructional practice) across your classrooms to achieve better results for all students?”

Example: Might hear coach say “Research indicates that (instructional practice) will improve student learning, however, the practice will not show the improvement you are looking for without focusing on fidelity of the instruction.” Then pause for individual/team response.

### Item 7. Facilitating team identification of next steps and personal commitments prior to next coaching session.

Individual or team leaves meeting with a focus for what they will do prior to next meeting (who/what/by when).

Examples: Coach says, “What are reasonable next steps? We’ve scheduled time to touch-base every other week. So over the next 2 weeks, what are some ideas you’d like to try out or actions you will commit to?”

“Let’s write down the plan for next steps. This will help us both remember.”

## B. Coaches empower others to coach, by:

### Item 8. Routinely modeling coaching practices in their daily work.

There is evidence of good listening skills being modeled and paraphrasing and clarifying questions being used in a variety of work scenarios, including meetings when the individual is not functioning as the “coach”.

### Item 9. Sharing coaching knowledge/practices with colleagues.

Coach shares with colleagues by referencing the tools being used as the coach is using it.

Example: Coach models deep listening by not interrupting or talking while someone else is speaking and pausing before responding, “I am employing a new communication tool I am learning here by pausing for a count of three before responding. This gives me the freedom to listen deeply to you and still have some time to think about how I would like to respond.”

# IV. Reflection

## A.Coaches reflect on their own work to determine impact on adult behaviors and student performance and engage in continuous learning.

### Item 1. Routinely assessing their knowledge and implementation of coaching behaviors.

Coach routinely documents progress in areas identified for improvement, collects performance data, and uses the data annually to inform Coaching Practice Profile responses.

Examples: The coach takes notes on the Job Embedded Coaching Checklist during a meeting and completes an entry in their coaching log afterward.

### Item 2. Eliciting feedback from others to inform future coaching practices.

Coach collects feedback from individuals and team members being coached or a third party observer. Although not all feedback needs to be anonymous, there should be some opportunity for anonymity to promote freedom for complete honesty.

Examples: Coach is seen collecting meeting evaluations or exit tickets. Uses 3-2-1 strategy.

### Item 3. Using implementation and impact data to improve performance and skills over time.

Coaches reflect on their own work to determine impact on adult behaviors and student performance. Coaches use observational and performance data to analyze and direct future coaching.

### Item 4. Employing research based best practices in their work.

Coach invests time in exploration of new coaching research, participates in book studies and coaching learning communities and chooses evidenced based practices to apply to their daily work.,

### Item 5. Investigating a variety of professional development opportunities and resources in order to promote their own professional growth and coaching capacity.

Coach engages in a variety of continuous learning opportunities and measures impact of new practices on effective coaching.