TBT Coaches: Getting the Best “Plays” Right

Teacher Leadership: Building Collective Capacity Through Coaching

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Who we are...

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Intended Outcomes

- Develop an understanding of the role of coaching in supporting the implementation of the Ohio Improvement Process
- How you can use the process coaching practice profile to support the work of coaching within your district
- How coaching can support individual and team performance within the organization
Supporting the Achievement And Growth for All Students

Universal Design for Learning

I. Curriculum Alignment and Implementation
II. Evidence-Based Instructional Practices
III. School-Based Systematic Supports
IV. Assessment and Data Practices for Informed Decision Making

Strongsville City Schools Instructional Innovation Plan
District:

- 1 Early Learning Center 165
- 5 Elementary Schools average 301-551
- 1 Middle School 6-8 1,279
- 1 High School 9-12 1,962
Suburban district, Northeast Ohio

Over 5,300 students participate in an exciting classroom atmosphere supported by an accredited, comprehensive curriculum, diverse student activities and clubs, engaging teachers, and committed support staff.

A comprehensive high school curriculum, including twenty-seven (27) Advanced Placement course offerings and sixteen (16) Honors Courses.

92% of students complete a college core curriculum.

College admission test scores above state and national average.

Eight (8) National Merit Scholarship Finalists and four (4) National Merit Commended Students for the 2017-18 school year.
The District's Local Report Card

District Overview

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

Click here to go to the district's profile page.

By clicking this link you will leave the Ohio Department of Education's website, and the Department is not responsible for any external site's content.

Achievement
The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Progress
The Progress component looks closely at the growth that all students are making based on their past performances.

Gap Closing
The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.

Graduation Rate
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Preparing for Success
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.
Twenty Things We Should Say More Often

What should colleagues say more often about TBT time?
<table>
<thead>
<tr>
<th>TBT's</th>
<th>Are</th>
<th>Are Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are</td>
<td>Use data to determine gaps</td>
<td>Strictly to complete a form</td>
</tr>
<tr>
<td>Are</td>
<td>Work with someone else to plan</td>
<td>Bringing data to put on the form</td>
</tr>
<tr>
<td>Are</td>
<td>Discussions on how to use time differently to support students</td>
<td>Not a time to talk about field trips etc.</td>
</tr>
<tr>
<td>Are</td>
<td>Work on problem solving and coming with solutions - SACRED</td>
<td></td>
</tr>
<tr>
<td>Are</td>
<td>Meeting the needs of a wide range of students</td>
<td></td>
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</tbody>
</table>
The History of TBT Coaches

- OLi4 - All principals participated in Cohort 2
- TBT Coaches - 3 years ago
- Purpose is to support the TBT’s in the process through coaching
- Each building has 2-4 Coaches
- Tools and Rubric
- Networking at each meeting - meet 4-5 times a year
Coaches advanced their **communication skills** by learning and using effective strategies: pausing, paraphrasing, presuming positive intention, and powerful questioning.

Coaches learned different types of **feedback** and practiced mastery feedback to their teams.

Coaches worked within a **“community of practice”** always learning and applying their skills to their coaching as well as sharing with coaches within the district.

Coaches deepened their understanding of the **5 step process process** for the purpose of promoting understanding within their teams as well as to better coach building teams.

Coaches created a **resource file** to support their work as well as the work of the teams.

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**Accomplishments**

**First Year**
Coaches learned about the “stages of concern” and how that information can generate next steps when working with TBT’s.

Coaches were involved in simulations for the purpose of walking through data, with a focus on discussions of instructional strategies to meet student needs.

Coaches learned about formative assessments and how they fit within the five step process.

Coaches continued to develop tools to add to the resource file.

Coaches developed a survey for teachers to provide input/feedback on the coaching work.
What is TBT Process Coaching?

A collaborative process that supports individual, team, and system changes needed to achieve full, deep, and successful implementation of the Ohio Improvement Process and increased learning for every student.
This is an example of the characteristics we employ in our coaching role.
“The one thing people are never good at is seeing themselves as others see them...a coach really, really helps them.”  Eric Schmidt

- Give a new perspective
- Focus on best practices
- Connect colleagues to increase opportunities for networking
- Provide personal learning
- Share non-evaluative feedback
Research on Coaching


  The entire journal is about the role of the coach, the principal as coach, leadership being provided to a coach, teachers having a coach, the role of a coach being integral to school improvement. Michael Fullan, Jim Knight, Elle Allison, Joellen Killion, etc.

Learning Takes Place When...

<table>
<thead>
<tr>
<th>Components of Training</th>
<th>Awareness Plus concept Understanding</th>
<th>Skill Attainment</th>
<th>Application/Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Modeling</td>
<td>85%</td>
<td>18%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice and Low Risk Feedback</td>
<td>85%</td>
<td>80%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Coaching/Study Teams/Peer Visits</td>
<td>90%</td>
<td>90%</td>
<td>85-90%</td>
</tr>
</tbody>
</table>

Source: Student Achievement through Staff Development, 3rd Edition, Joyce and Showers.
Coaches Rubric

<table>
<thead>
<tr>
<th>Process Coaching Practice Profile: Strongsville City Schools TBT Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. EFFECTIVE COMMUNICATION (Critical Coaching Component)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Performance</th>
<th>Got it!</th>
<th>Got it, but need more support</th>
<th>Not there yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Coaches demonstrate professional standards when communicating:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identifying and using the communication method (i.e., email, phone, in person) that is appropriate to the situation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Building and maintaining rapport.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>B. Coaches use effective communication strategies:</td>
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<td></td>
<td></td>
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<tr>
<td>3. Pausing to allow time for active listening and processing of information.</td>
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<tr>
<td>4. Paraphrasing to signify understanding, acknowledge emotion, and shift conversation level.</td>
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<tr>
<td>5. Presuming positive intention to convey acceptance, trust and respect.</td>
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<tr>
<td>6. Powerful questioning to deepen and extend thinking.</td>
<td></td>
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<tr>
<td>C. Coaches provide feedback:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. that is action-focused and contingent on progress towards specified goals/criteria.</td>
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# PRINCIPAL/TBT COACH AGREEMENT WORKSHEET

## Roles and Responsibilities

<table>
<thead>
<tr>
<th>COACH</th>
<th>BASIC AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What expectations do you have of me and the work I do?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRINCIPAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you expect of me?</td>
<td></td>
</tr>
<tr>
<td>What do we think teachers expect of you?</td>
<td></td>
</tr>
<tr>
<td>What does the district expect of you?</td>
<td></td>
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</tbody>
</table>

## Clients

<table>
<thead>
<tr>
<th>COACH</th>
<th>BASIC AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which teachers/teams will I work with?</td>
<td></td>
</tr>
<tr>
<td>Is there a way for me to work with certain teachers/teams over time?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>PRINCIPAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The greatest needs in our school are...</td>
<td></td>
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</table>
The “PLAYS”: Support for the Development of Coaches
What is a TBT Coach?

A TBT coach is a teacher like you that understands the *challenges* within the *team process* and wants to help you!

**Someone who can...**
- Observe teams and provide feedback
- Clarify what team meetings are about and what they are not about
  - Provide resources
“A TBT I observed has a hard time taking the BLT’s suggestions to make instructional changes. This TBT needs the most assistance and does not take feedback well. How can this TBT be supported and learn to implement changes through the BLT feedback process?”
Scenario Suggestions

- TBT Coach support.
- BLT members present when giving feedback to help clarify and support.
- Build relationship, feedback in person.
- Provide examples and allow TBT to provide feedback.
- Reflect and provide feedback on their own process with coach/BLT member.
- Question them about their data. (Can you support your strategies with improved student performance?)
Got...
## Consider These Types of Feedback...

<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciative</td>
<td>To see, acknowledge, connect, motivate, thank</td>
</tr>
<tr>
<td>Evaluative</td>
<td>To rate or rank against a set of standards, to align expectations, to inform decision making</td>
</tr>
<tr>
<td>Mastery</td>
<td>To help receiver expand knowledge, sharpen skill, improve capability</td>
</tr>
</tbody>
</table>

*Source: “Thanks for the Feedback” (Heen & Stone, 2014)*
Feedback in Action

Katie Novak, author of several UDL books, demonstrates how mastery feedback would look.
Name that Feedback!

kahoot.it
Instructional Strategies

● Feedback to Teams
● Kinsner TBT’s at a Glance
Distributive Leadership
Some of the tools in the **COACH toolkit** include:

- TBT Tips
- Assessment Feedback Protocol
- Instructional Strategies
- Principal/Coach Agreement
- TBT Self Assessment Rubrics
- Research Articles
Coaching Schedule

Coaching Schedule at SMS:

- **August**: Meeting with Principal to assign coaches to TBT’s (4 coaches meeting regularly with 7 teams)
- **Weekly/Biweekly**: Coaches meet with assigned team
- **Monthly**:  
  - Coaches meet with Principal (Coaches also members of BLT)  
  - Coaches meet with assigned TBT’s during regularly scheduled TBT time  
  - Anecdotal (not evaluative) minutes are saved in TBT coaching folder
“Each person holds so much power within themselves that needs to be let out. Sometimes they just need a little nudge, a little direction, a little support, a little coaching and the greatest things can happen.”

Pete Carroll
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