COACHING TOOLS FOR ENERGIZING RELUCTANT COLLEAGUES

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Session topics

- Understanding the causes of resistance.
- Confronting the knowing-doing gap.
- Examining the change process.
- Asking the hard questions.
- Raising the level of important conversations.
- Dealing effectively with negativity.
- Improving the art of listening.
- Giving corrective feedback.
- Exploring a model for one-to-one coaching.
- Understanding the ladder of inference.
- Leading high level data discussions.
Under What Circumstances Would You Be Unmotivated or Resistant?
Possible Causes of Resistance

- The change process
- Professional collaboration
- Time and organization
- Knowledge base
- Data utilization
- Reading culture
HOW DO WE TALK ABOUT IT?
WHAT DO WE DO ABOUT IT?
The Knowing-Doing Gap

- Action counts more than elegant plans.
- Merely making a decision doesn’t change anything.
- Fear fosters knowing-doing gaps.
- There is no doing without mistakes. What is the system’s response?
- Follow-up to ensure that what was said is actually done.

Pfeffer, J. & Simon, R.
Understanding the Change Process

- Recognizing endings, the neutral zone, and new beginnings.
- Using the Concerns Based Adoption Model.
- Knowing the six guidelines that lead to a commitment to change.
- Balancing a sense of urgency with an understanding of change as a process.
Every Beginning Ends Something

- Don’t be surprised at “overreaction.”
- Give information, and do it again and again.
- Define what’s over and what isn’t.
- Treat the past with respect.
- Show how endings ensure continuity of what really matters.

Bridges, W.
Managing the Neutral Zone Successfully

- Redefine it.
- Create temporary systems.
- Strengthen group connections.
- “Normalize” the neutral zone.
- Balance the sense of urgency with coaching support.

“One doesn’t discover new lands without consenting to lose sight of the shore for a very long time.”

- Andre’ Gide, French novelist
Launching a New Beginning

- Clarify and communicate the purpose.
- After a purpose, a picture.
- Create a plan.
- Be consistent.
- Ensure quick successes.
- Celebrate progress.
- Balance starts and beginnings.
Using the Concerns Based Adoption Model (CBAM)

Stage 6  Refocusing
Stage 5  Collaboration
Stage 4  Consequence
Stage 3  Management
Stage 2  Personal
Stage 1  Information
Stage 0  Awareness

What kind of support would you need to provide at each level?

Hall, G. & Hord, S.
Guidelines That Lead to a Commitment to Change

- Commitment is expensive; don’t order it if you can’t pay for it.
- Create a plan of action.
- Build commitment or prepare for the consequences.
- Slow down to go fast.
- Balance intellectual and emotional response rates.

Handout #1-2
Conner, D.
Raising the Level of Important Conversations

- Keeping the focus on goal setting and problem solving.

“Out beyond ideas of wrongdoing and rightdoing there is a field. I’ll meet you there.”

_ Rumi, 13th Century Poet

Handout #3
Raising the Level of Important Conversations

- Getting reality on the table.

1. Identify the most pressing issue.
2. Clarify it.
3. Determine the impact.
5. Describe the ideal outcome.
Strategies for Asking the Hard Questions

- What has become clear since we last met?

- What currently seems impossible to do that, if it were possible, would change everything?

- What’s the most important decision we’re facing? What’s keeping us from making it?

Adapted from Scott, S.
Raising the Level of Important Conversations

- Paraphrasing
- Clarifying
- Mediating

Handouts #4-5

- Saying what needs to be said

Practice: Handout #6
Dealing Effectively
With Negativity

- Respond with specific behaviors.

  “I have to be in another classroom in 5 minutes, how would you like this conversation to end?”

  “Help me understand your thinking here.”

- Practice the 2-minute vent rule.

Handout #7
The Art of Listening to Resistant Colleagues

- Stop talking.
- Imagine the other’s viewpoint.
- Look, act, and be interested.
- Observe nonverbal behavior.
- Listen between the lines.
- Speak only affirmatively while listening.
- Be sure you understand.
- Stop talking and waiting to talk.

Handout #8
Facilitate Productive Discussions in Grade Level Team Meetings

- Uncover the official truths on your team.
- Make time to discuss the ground truths.

Handout #9

Scott, S.
Coaching Reluctant Colleagues Through Encouragement

- Place value on individuals as they are.
- Show faith in their ability to succeed.
- Focus on strengths and possibilities.
- Recognize a job well done and give recognition for effort.
- Use the team to enhance individual’s development.
- Make a Triple A List.

Handout #10
Giving Corrective Feedback

- Lay the groundwork.
- Be specific.
- Be future oriented.
- Use the E-F-A Formula.

Practice: Handout #11
Recording Evidence vs. Gathering Opinions in Classroom Observations

- Verbatim scripting
- Observed behavior
- Numeric information

- Aspects of the environment
- Rubrics
Coaching One-To-One
Most Common Mistakes

- Doing most of the talking.
- Taking the problem away from someone.
- Delivering unclear messages, unclear coaching, and unclear instructions.
- Canceling the meeting.
- Allowing interruptions.
The Delicate Balance for a Coach
Dealing with a Resistant Teacher

A coach is......

A coach is not....
A MODEL FOR ONE-TO-ONE COACHING

- What is the most important thing you and I should be talking about?
A MODEL FOR ONE-TO-ONE COACHING

- Describe the issue.
- What’s going on relative to______?
A MODEL FOR ONE-TO-ONE COACHING

- How is this currently impacting you?

- Who or what else is being impacted?
A MODEL FOR ONE-TO-ONE COACHING

- If nothing changes, what are the implications?
- What is the ideal outcome? When this is resolved, what difference will that make?
- When you contemplate these possibilities, what do you feel?
A MODEL FOR ONE-TO-ONE COACHING

- What’s the most potent step you can take to begin to resolve this issue?
- What exactly are you committed to do and when?
- In what ways can I support you in resolving this issue?
Beliefs

I select data
I add meaning
I make assumptions
I draw conclusions
I adopt beliefs about the world

Data

I take actions based on my beliefs

Observable Data
Beliefs
Data

(The scale weighs beliefs and data. A drawing of a man climbing a ladder called Observable Data. The rungs have names: I select data, I add meaning, I make assumptions, I draw conclusions, I adopt beliefs about the world, I take actions based on my beliefs.)
Encouraging Reluctant Teachers Through Data Analysis

- Ongoing data analysis and planning for instructional improvement in grade level team meetings.

- Examining practices of high performing Reading First schools and making targeted action plans.
Encouraging Reluctant Teachers Through Data Analysis

- Use process tools to help with hard-to-discuss topics.

Wellman, B. & Lipman, L.
Encouraging Reluctant Teachers Through Data Analysis

- Making data public.
- Planning Data Summits.
- Keeping the focus on what we can do for students and not on blaming teachers.
RESOURCES

THANK YOU!

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