

FLORIDA ATLANTIC UNIVERSITY



OFFICE OF EDUCATIONAL LEADERSHIP LEARNING

Unleashing Potential: Principals Fueling Coach Success for Maximum Impact

Thursday, February 27, 2025

11:10-12:30PM



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*Regional Director of Teaching and Learning,
Broward County Public Schools*

**Broward County Public Schools
(BCPS)**

2005-Present

Principal Supervisor

Principal

Assistant Principal

Teacher

Accomplishments

Recipient of the Robert Kottkamp
Educational Leadership Dissertation
of the Year

(Recognition by the American
Educational Research Association)

Professional Learning Norms



Equity of Participation	Active Listening	Respect for All Perspectives
Pause <ul style="list-style-type: none">• Leave quiet time for others to think and process Pay attention to self and others <ul style="list-style-type: none">• Let everyone get their hands on the materials• Step up and step back Place ideas on the table <ul style="list-style-type: none">• "Here is one option..."• "One thought I have is..."	Paraphrase <ul style="list-style-type: none">• "So are you saying...?"• "I think I heard... is that right?" Be Present <ul style="list-style-type: none">• "I'm just going to turn my phone off so I can really listen to you."	Presume positive intentions <ul style="list-style-type: none">• "What ideas do you have about how we can improve?"• "Tell me more about your thinking" Probe <ul style="list-style-type: none">• "Please say more about..."• "I'm curious about..."

Adapted from Adaptive Schools <http://www.thinkingcollaborative.com/norms-collaboration-toolkit/>
and the New Teacher Center www.newteachercenter.org

Teacher Institute
on Science
and Sustainability



Breakout Session Agenda

Time	What	Why	How
11:10 AM	Opening/Introductions	To get to know the facilitator	Personal Narrative
11:15 AM	Benefits of Coaching	Discussion of aligning coaching Districtwide	Presentation
11:25 AM	Instructional Coaching Roles	Explore roles of a coach	Presentation/Group Work
12:15 PM	Boundaries of Coaches	Important to understand boundaries to protect the coaching relationship	Presentation
12:20 PM	Strategies for Effective Collaboration	Increase collaboration between school leader and coach	Presentation/Group Work
12:25 PM	Closing/Review of Resources/Feedback	Gather feedback	Discussion/QR Code



Breakout Session Professional Learning Objectives:

Participants will:

- Construct a shared understanding of the role of an instructional coach and create/sustain a culture of coaching
- Discover the importance of the benefits of aligning coaching districtwide
- Understand how to promote effective collaboration between school leader and coach

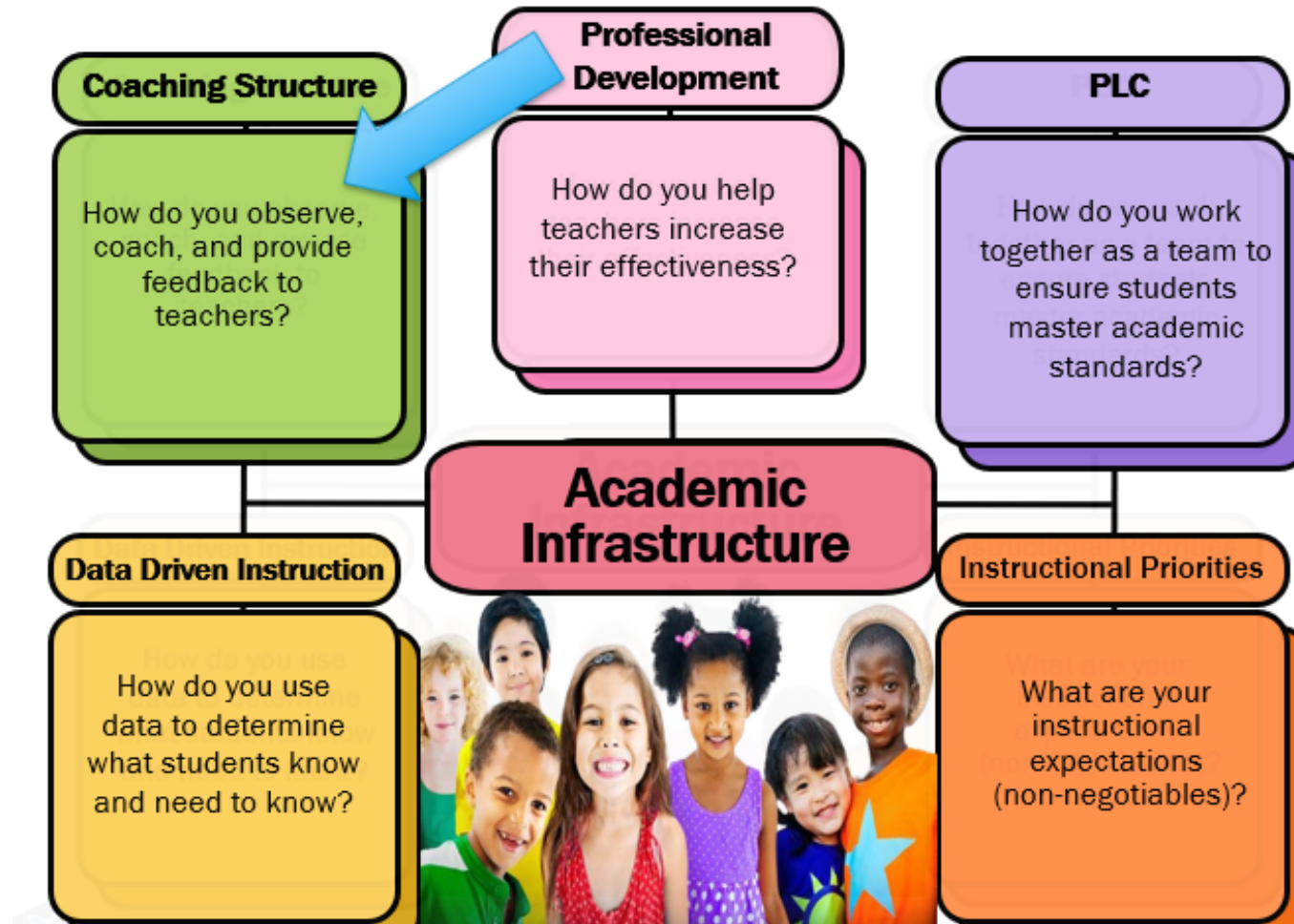
Table Icebreaker

- ✓ What superpower would you most like to have?
- ✓ How would this superpower enhance your leadership?





Academic Infrastructure of a School





What Is An Instructional Coach?

- The role of an instructional coach can be performed by a **range of adults** to support teachers with high quality instruction. An instructional coach works to:
 - Improve teaching practice with a particular emphasis on increasing the use of **highly effective, evidence-based** practices
 - Improve **learner academic and behavioral outcomes** through **improved teaching practices**

(Synder et al., 2015)



***Everyone* needs a **coach**...but
more importantly, we all need to
be a coach.**



Vision

To cultivate a collaborative and reflective educational culture that empowers school leaders to support instructional coaching practices to advance teacher practice and student outcomes.

Mission

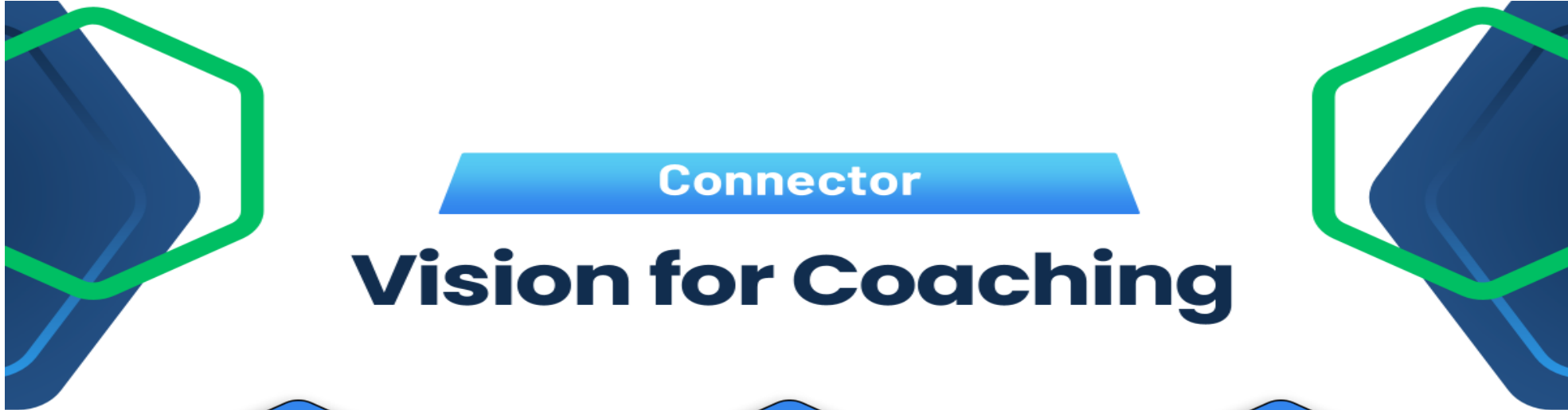
To foster a culture of collaboration, equity, and excellence by implementing a uniform and consistent district-wide coaching process through evidence-based strategies.





Benefits of Aligning Coaching Districtwide





Connector

Vision for Coaching



What are common misconceptions about coaching?



What *should* Instructional Coaching look like and sound like in the context of your school?



What does Instructional Coaching currently look like in your school?





Instructional Coaching Roles



Modeling



Leadership
Liaison



Facilitator of
PLC's



Resource
Purveyor



Champion of the
Classroom



Owner of
Learning



Analyzer of
Student Learning



Content
Specialist



Collaborator of
Instructional Design



Provider of
Feedback



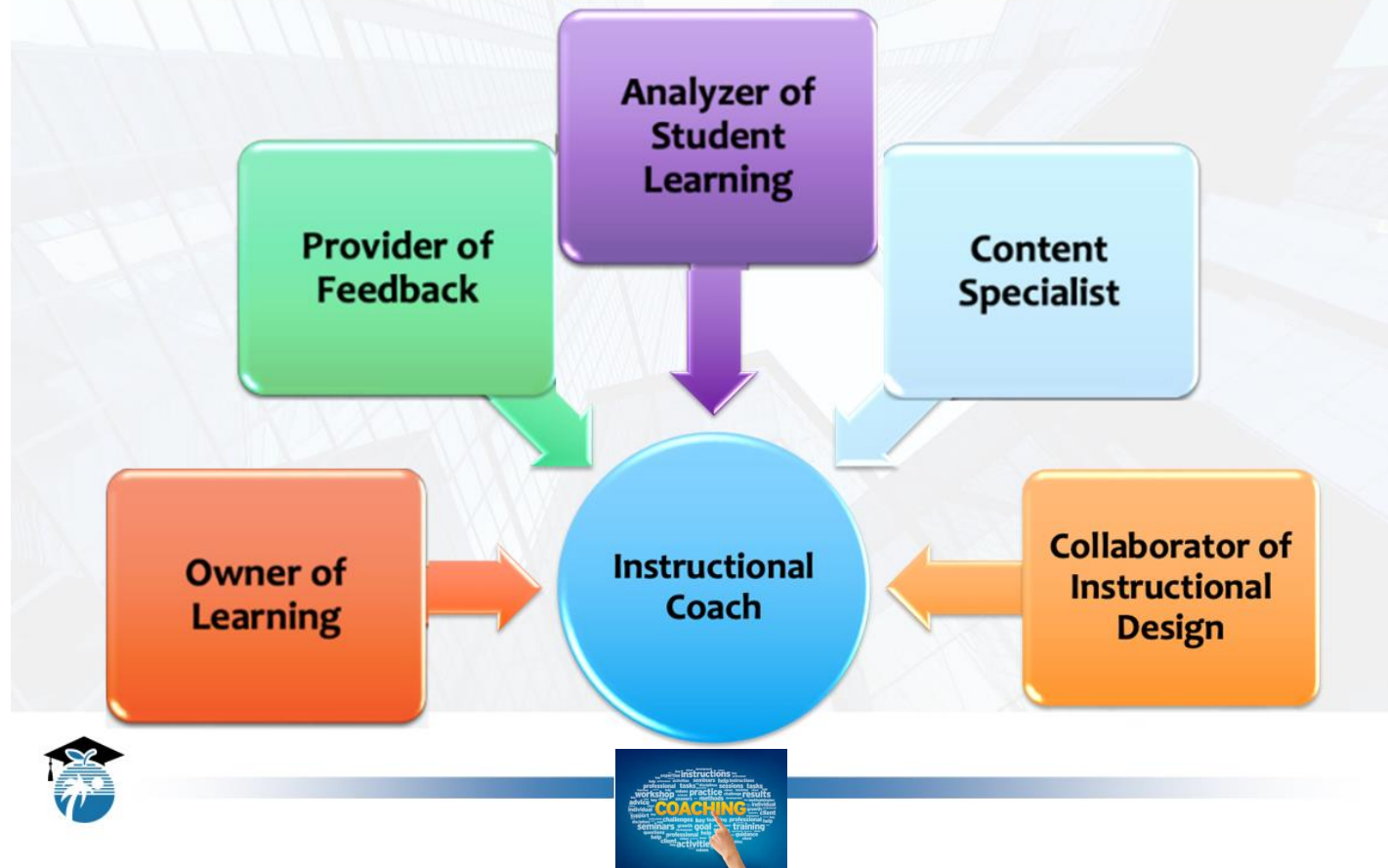
Cross- Curriculum
Coordinator





Instructional Coaching Roles

Instructional Coaching Roles





What indicators reflect your Coach is an 'Owner of Learning'?





Instructional Coaches are Owners of Learning by:





Provider of Feedback

The Instructional Coach observes and meets with teachers to discuss how to use the evidence of practice to provide opportunities for reflective feedback.

How does your Instructional Coach provide timely feedback to teachers?

Provider of Feedback





Provider of Feedback

Instructional Coaches are Providers of Feedback by:

- Participating in weekly classroom learning walks and observing teachers' instruction
- Providing effective, timely feedback to encourage instructional growth
- Using a range of effective conversational coaching approaches to advance teacher practice
- Observing teachers in various contexts, gather data, and offer feedback to support teacher needs
- Guiding teachers to develop reflective capacities when receiving feedback using conversational coaching approaches that help the teacher

Provider of Feedback





Provider of Feedback Creating the Right Conditions

What are your **worst fears** and **best hopes** for our work together?

How do you want me to **interact** with you?

What resources and materials will **we** need?

How will we know about student achievement in your classroom? What data **will we collect**?

How and when will **we co-plan and teach**?

How can **we implement feedback** in your classroom?



Providing Feedback Using Coaching Stems

Paraphrasing Stems

Can you help me understand that better?

So what I'm hearing you say is...

I never thought about...

Would you say it's.... or....?

In other words,...

Clarifying Stems

I would be interested in hearing more about...

Let me see if I understand...

It would help me understand if you'd give me an example of...

I'm curious to know more about...

So are you saying/suggesting?

Supportive Stems

What did you do to make the lesson so successful?

I noticed how when you... the students really... (to identify something that worked and why it worked)

It sounds like you handled that in a very confident way.

Nonjudgmental Responses

Ask teacher to self-assess.

Thank you for sharing your thoughts. Can you tell me more about...?

Identify what worked and why.

How do you think the lesson went and why?

I would love to hear more about...

Probing Stems

How did you decide... (come to that conclusion?)?

What's another way you might...?

What do you think would happen if...?

What would it look like if...?

You're considering several things...

Directive Stems

An effective strategy to teach _____ is...

_____ is very effective at teaching that skill; perhaps you could observe him/her.

I'd like to suggest...

What sort of an effect do you think... would have?

There's a useful book on that topic by...





Table Group Work

TABLE GROUP:

- **Review the definition and indicators of your assigned role.**
- **Use the indicators to identify a best practice your coach is currently demonstrating. Share the best practice with your table group.**
- **Be prepared to share the definition and a best practice.**
- **If the role is not evident, what are some next steps?**





Table Group Work

Table 1: Analyzer of Student Learning

Table 2: Content Specialist

Table 3: Collaborator of Instructional Design

Role Title
<p>Summary of Role:</p>
<p>How is this role reflective in your school? What does it look like? Best Practices Synopsis:</p>
<p>If the role is not evident, what are Next Steps to ensure your coach actively implements the role? Next Steps:</p>



Analyzer of Student Learning

Analyzer of Student Learning

The Instructional Coach meets with teachers individually and identifies the teacher's most pressing needs; discuss possible research-validated interventions that might help the teacher address those needs.

- **Collaborating with teachers to analyze formative and summative data**
- **Developing strategic action plans based on data collected**
- **Using data to help teachers improve their instructional practices**
- **Defining and establishing goals to meet student learning targets**





Content Specialist

The Instructional Coach supports teachers with the 'what' of teaching by facilitating the implementation of content standards using adopted curricula.



- Supporting teachers in deconstructing standards and stacking benchmarks to identify essential/critical knowledge and skills
- Collaborating with teachers in creating effective Tier I instruction
- Facilitating teachers' acquisition of content knowledge and pedagogy through professional learning
- Assisting with the creation of engaging small groups/centers targeting areas for student improvement

Content Specialist





Collaborator of Instructional Design

The Instructional Coach supports teachers with the 'how' of teaching in formulating lessons to meet the needs of all students.

- Modeling lesson delivery and instructional techniques to address diverse learners
- Guiding teachers to delineate clear learning objectives grounded in standards and student needs
- Collaborating with teachers to integrate scaffolds that bridge foundational knowledge to foster critical thinking skills
- Designing formative assessments or assessments with teachers
- Works collaboratively with teachers to provide the opportunity for the teacher to develop multiple instructional strategies for standards-based learning based on student needs



Collaborator of Instructional Design



Establishing Boundaries for Coaching

Establishing Boundaries



School Leaders should not enable Instructional Coaches to be evaluative.



School Leaders should not sanction the practice of Instructional Coaches telling teachers what to do.



School Leaders should not utilize Instructional Coaches to target teachers.



School Leaders should not expect Instructional Coaches to have a quick-fix approach.



School Leaders should not use coaches as "extended administrators" which compromises trust between coach and teacher.





Promoting Effective Collaboration Between School Leaders and Instructional Coaches





Effective Collaboration

Rank the Collaboration

Rank the strategies of effective collaboration in order of importance with **1** being the most important and **5** being the least important.





Effective Collaboration

Strategies for Effective Collaboration

At your table, rank the following strategies for effective collaboration between School Leaders and Instructional Coaches:

- ☐ Build partnerships with coaches
- ☐ Schedule regular check-ins with instructional coaches
- ☐ Use data to set clear priorities for setting focused areas
- ☐ Provide opportunities for teachers to engage with coaches
- ☐ Celebrate teacher's growth and successes resulting from coaching



Effective Collaboration

Strategies for Effective Collaboration

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Effective Collaboration

“While all conversations involve listeners and speakers, coaching conversations connect you more effectively with others because you intentionally focus on committed listening skills and powerful habits of speaking.”

Cheliotas and Reilly (2018)



In Closing...

If YOU WANT TO LEAD
You need to grow,
GOOD LEADERS ARE
ALWAYS
Good learners.

-John C. Maxwell

Session Feedback

FEPLN Convening 2025 Breakout
Session 4D Exit Survey

