



Coaching to Empower Teachers: An Introduction to Working with Adult Learners Session 1

Just Read, Florida!

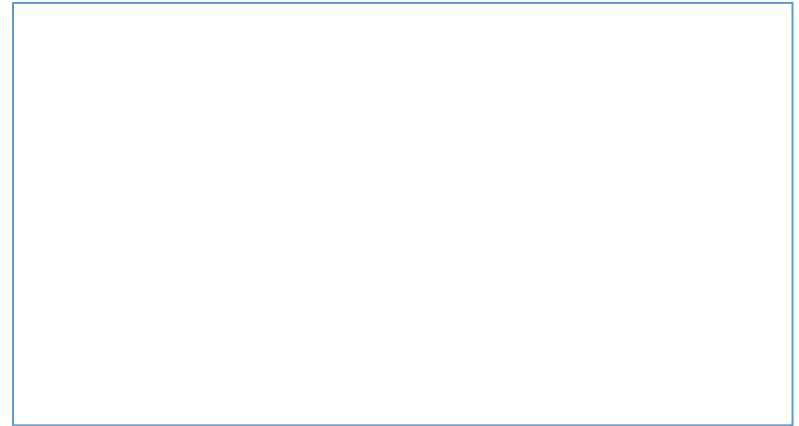
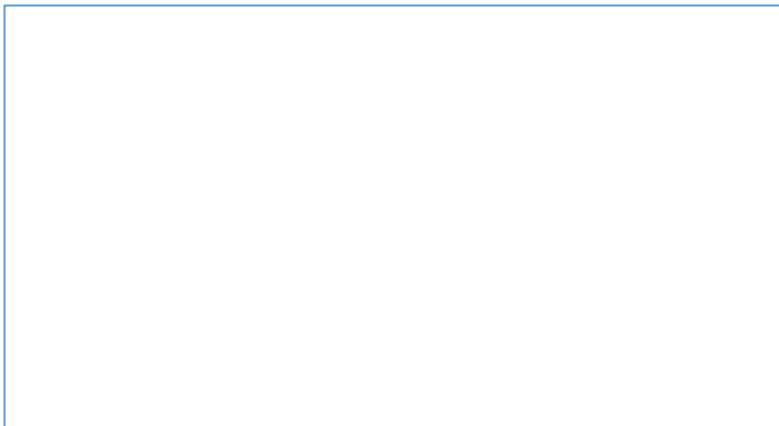


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Introduction of Presenters



Today's Objectives

- Build knowledge around four characteristics of adult learners so that coaches have a deeper understanding when working with all teachers
- Engage in coaching practice through collaboration and reflection



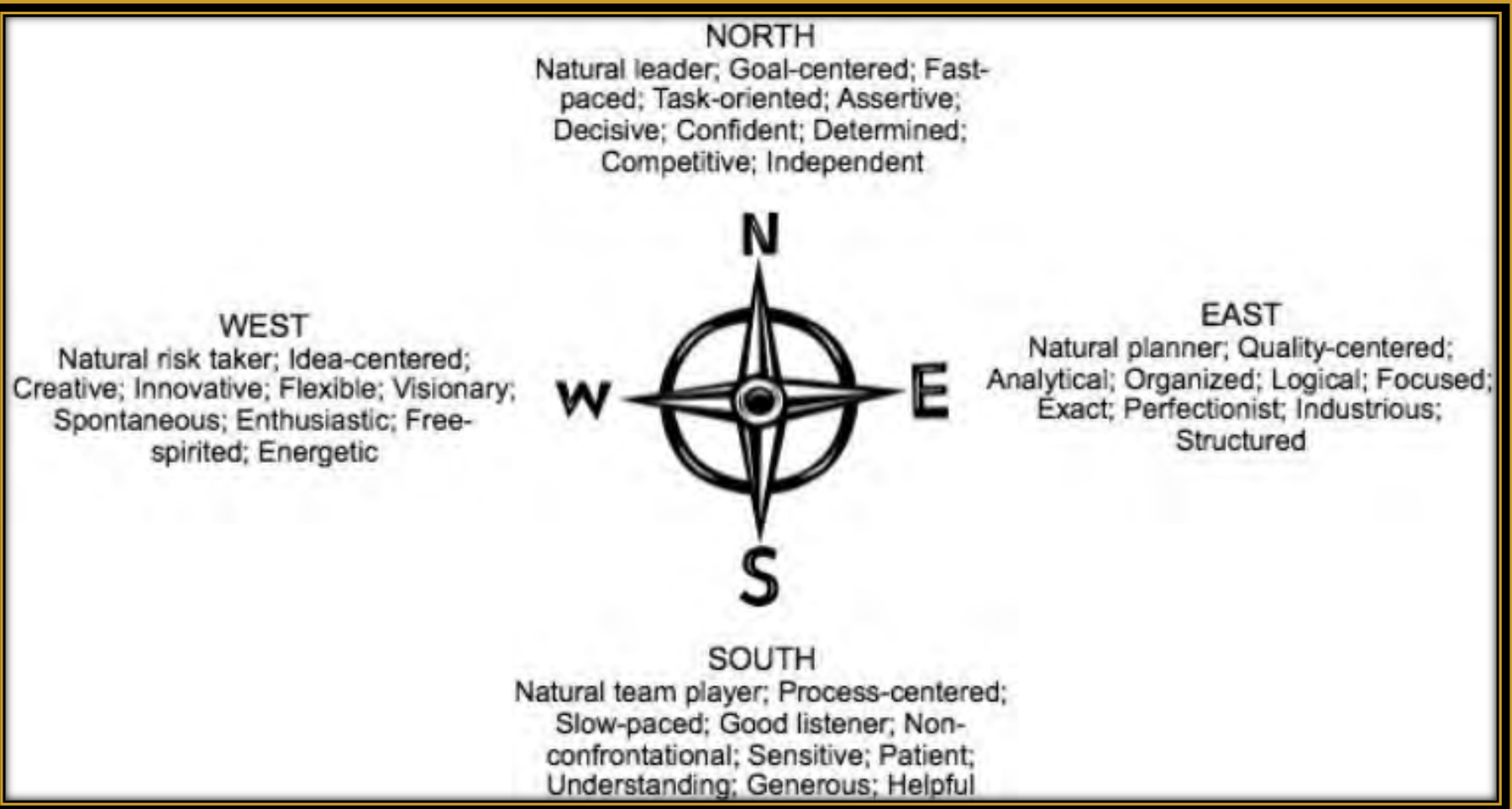
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Warm-Up & Welcome

“In the waves of change, we find our direction.”

--Unknown

Compass Points: North, East, South, West





North, South, East & West

1. What are the strengths of your style? (4 adjectives)
2. What are the limitations of your style? (4 adjectives)
3. What style do you find most difficult to work with and why?
4. What do people from the other “directions” or styles need to know about you so you can work together effectively?
5. What do you value about the other three styles?



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Coaching Teachers Successfully Through Change

***“Anyone who stops learning is old—
whether at twenty or eighty.
Anyone who keeps learning stays young.”***

--Henry Ford



Adult Learner Characteristics

- Resistors
- Redecorators
- Renovators
- Accessorizers



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Adapted from Room to Improve: H. Hertberg and C. Brighton

The Resistors

- Overt resistance: anger, resentment
- Covert resistance: avoidance behavior
- Lack of engagement
- Dramatic refusals
- Verbal acknowledgement of disagreement
- Disdain for new practices



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Reaching the Resistors

Reasons for Resisting...



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Turn and share an experience you have had with a resistor.

Reaching the Resistors

Try to uncover the real reason for the resistance.

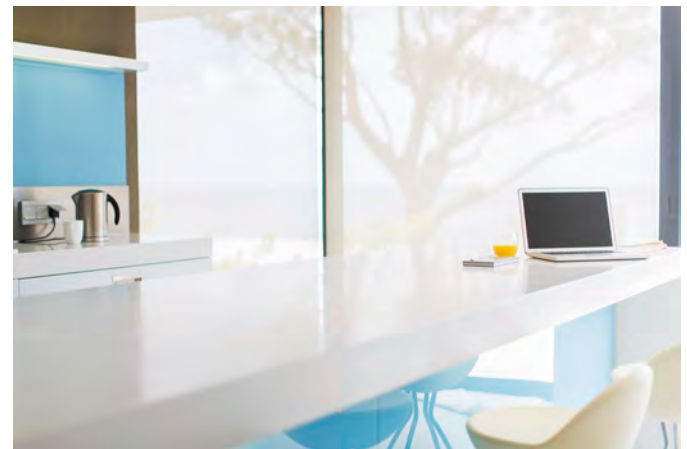
- **Putting on a front** refers to the teacher with a fear of anyone knowing he/she is not as knowledgeable as they have pretended
- **Cynical** about another initiative or change
- **Health** issues
- **Fear**, frustration or anger
- Feeling **threatened**



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The Redecorators

- Hold deep beliefs about teaching and learning
- Implement approaches but will not release beliefs
- Hold strong to traditional beliefs regarding teaching
- Not usually “showy”
- Strong command of content



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Reaching the Redecorators

- Give them time and care.
- Explain the logistics.
- Understand their need for workable solutions to their concerns.
- They believe in the idea of new practices but don't think they are workable.
- Approach them on an intellectual level.



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Turn and share your experience with a redecorator.

The Renovators

- Knowledgeable of content
- Willing to consider change
- Reflective about beliefs
- Motivated by students
- Personal need to grow
- Understand risk taking
- Good classroom management
- View change as a complex journey, not the final destination



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The Renovators

Motivated and open to NEW ideas BUT MAY:

- Allow others' resistance or cynicism to discourage them;
- Become frustrated with lack of resources;
- Become anxious about timeline and implementation;
- Require extra support.

***Share your experience with
a renovator.***



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The Accessorizers

- Outspoken advocates but may have trouble implementing in their own classrooms
- Shallow understanding of the principles behind the practice
- Talk the talk
- Limited ability for self-reflection
- Teach students the names of strategies but does not help them understand the purpose of the strategies or how to use them for their own learning
- High perception of personal competence, often reinforced by parents, administrators and students



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The Accessorizers

Require a delicate balance between affirming efforts and *honest feedback*

MAY NOT:

- Have background knowledge to understand or implement new practices;
- Be accustomed to reflecting; or
- Know the purpose of their instruction.

MAY:

- Enjoy the showy qualities of teaching; or
- Be enthusiastic, charming, popular and have a desire to do the right thing for students



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Coaching Applications for Transition to the B.E.S.T. ELA Standards

“The best ideas start as conversations.”

Jonathan Ive

Coaching Scenario #1

During the weekly kindergarten collaborative planning session, the team leader shares how excited she is to implement the new B.E.S.T. ELA Standards. However, she is not encouraging a systematic or explicit approach to teaching phonemic awareness or phonics.

- What type of adult learner is this teacher most like?
- List what you might say or possible coaching support for this teacher during the transition to the new B.E.S.T. ELA Standards.

Coaching Scenario #2

A third grade teacher is overheard by many in the teacher's lounge as saying "The LAFS are fine as they are. Why do they always have to change everything on us in education?"

- What type of adult learner is this teacher most like?
- List what you might say or possible coaching support for this teacher during the transition to the new B.E.S.T. ELA Standards.



Coaching Increases the Successful Implementation of Initiatives Exponentially



Joyce and Showers, 2002

Reflection

Take a few minutes to silently reflect and respond to the following questions:

1. What information from today's learning resonates the most with you?
2. In the upcoming year, how might you apply this information to your work as a coach?

Write your answers to these questions and, if comfortable, be prepared to share.



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Conclusion

“In the end we come up with a conclusion that we need to start from somewhere.”

— Deyth Banger



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