Building Expertise in Coaching
Module 5b
Coaching Conversations
Conversations

The implementation of every coaching program begins first with a conversation.

Stephen Barkley, 2005, p153

*Quality Teaching in a Culture of Coaching*
Coaching Conversations

Not all conversations are coaching conversations

• Conversations are intentional and includes planning ahead of time.

• Conversations focus on the other person’s strengths, challenges and attributes they bring to the conversation.

• Purpose of the conversation is to stimulate thinking, growth and change that lead to action.
4 Questions for Self-Reflection

1. Did the teacher accomplish his/her goal?

2. Did I accomplish my goal?

3. What did the teacher learn that will make a difference in his/her teaching?

4. What did I learn?
Effective Feedback

Feedback is one type of coaching conversation.

“Communication is a two-way process that leads to appropriate action... in the context of developing competence, it is not an exaggeration to describe feedback as “the fuel that drives improved performance”.’

Parsloe (1995)
Levels of Feedback

• Feedback at the TASK level – how well the task is being accomplished or performed – new strategy.

• Feedback at the PROCESS level – specific to the processes underlying the tasks – some degree of proficiency.

• Feedback at the SELF-REGULATION level – ability to self-assess, and self-direct - high degree of proficiency.

• Feedback at the SELF level – least effective level of feedback – rarely about the task – usually about self – “Good job”.

John Hattie
Austin’s Butterfly

https://vimeo.com/38247060
3 questions

• Where am I going?
  • What are my goals, targets and intentions?

• How am I doing?
  • What progress am I making toward my goals?

• Where to next?
  • What do I need to do to develop a deeper understanding and make better progress?

Effective feedback answers these questions.

Adapted from John Hattie
Four Essential Skills

• Committed Listening/Active Listening
  • pay attention to verbal and nonverbal clues
  • focus on the other person
  • invite reflection and dialogue
  • nonjudgmental
  • include times of silence
  • avoid giving advice

• Paraphrasing
  • helps the speaker clarify thinking
  • aligns thinking of both speaker and listener
Four Essential Skills

• Utilizing powerful, open-ended questions
  • have a positive mindset (presume focus on student learning and achievement)

• Reflecting on Feedback/Response
  • clarify for understanding
  • validate ideas and behaviors
  • give honest and direct comments
  • teacher arrives at own conclusion

Coaching Conversations

Confer
https://www.youtube.com/watch?v=1LulFV_YBkw

Debrief
https://www.youtube.com/watch?v=ALJOwA8_P_k
Coaching Conversations

Chose a scenario at your table. Using the information given in the scenario, engage in a coaching conversation with the teacher.

Role play:
1 person take on the role of the coach
1 person take on the role of the teacher
others take on the role of observers – taking notes
Reflection

Coaching is a conversation directed toward inquiry: the reading coach and teacher are making hypothesis and searching for information. Their greatest source of data are their observations of children as they look for evidence of learning.

Carol A Lyons and Gay Su Pinnell, 2001, p 142

*Systems for Change in Literacy Education*