

Standards for School Performance Coaching™

A Webinar from Edvantia

October 24, 2006

Moderator: Nancy Balow

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Edvantia, An Overview

- Private nonprofit corporation founded in 1966
- Past federal contracts include regional educational laboratory, comprehensive center, Eisenhower consortium, National Science Foundation, ERIC clearinghouse
- Currently holds the Appalachia Regional Comprehensive Center and Coalfield Rural Systemic Initiative, plus major state contracts that include Tennessee Exemplary Educators
- Many contracts with education publishers and programs to conduct research and evaluation

School Performance Coaching at Edvantia: A Brief History

- Edvantia's approach to school improvement coaching began to take shape in 1997.
- Edvantia has used components of the School Performance Coaching program to train coaches, regional center staff, and school leadership teams in several states, including Alabama, Florida, Kentucky, Tennessee, Virginia, and West Virginia.

Tennessee Exemplary Educator (EE) Program

- Tennessee partnership began in 2001.
- Experienced, retired educators work as external school consultants.
- Since 2001, approximately 90% of the schools assisted by EEs have made AYP for at least one year.

Codeveloper and Presenter: Dr. Jackie Walsh



- Consultant to Edvantia and to the Alabama Governor's Commission on Quality Teaching
- Author of books, articles, and professional development programs
- Presenter at many national conferences
- Coauthor of *Inside School Improvement*

Exemplary Educator Roland Pope



- Former Lake County high school teacher, assistant principal, Supervisor of Instruction, Supervisor of Federal Projects, Supervisor of Special Education, and Superintendent of Schools
- Mentor to other Exemplary Educators and, with Edvantia staff, codirector of professional development for West Virginia school improvement specialists

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Goals

- To learn about Edvantia's Standards for School Performance Coaching
- To reflect on issues related to School Performance Coaching
- To make connections between theory and practice

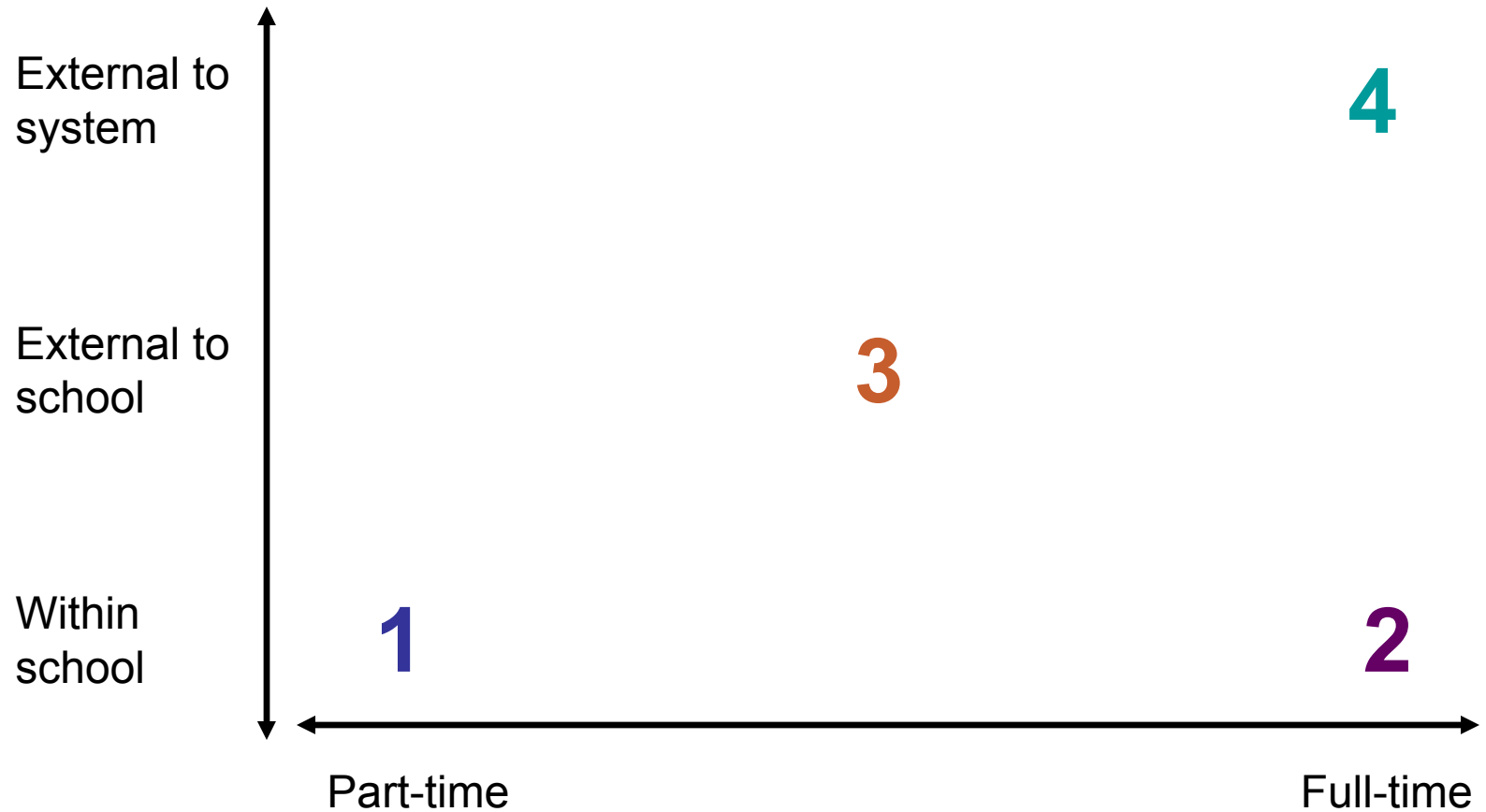


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School Performance Coach



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“Coaching is not telling people what to do; it’s giving them a chance to examine what they are doing in the light of their intentions.”

James Flaherty



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A School Performance Coach helps district and/or school staff build capacity by improving their

- competencies
- confidence
- commitment

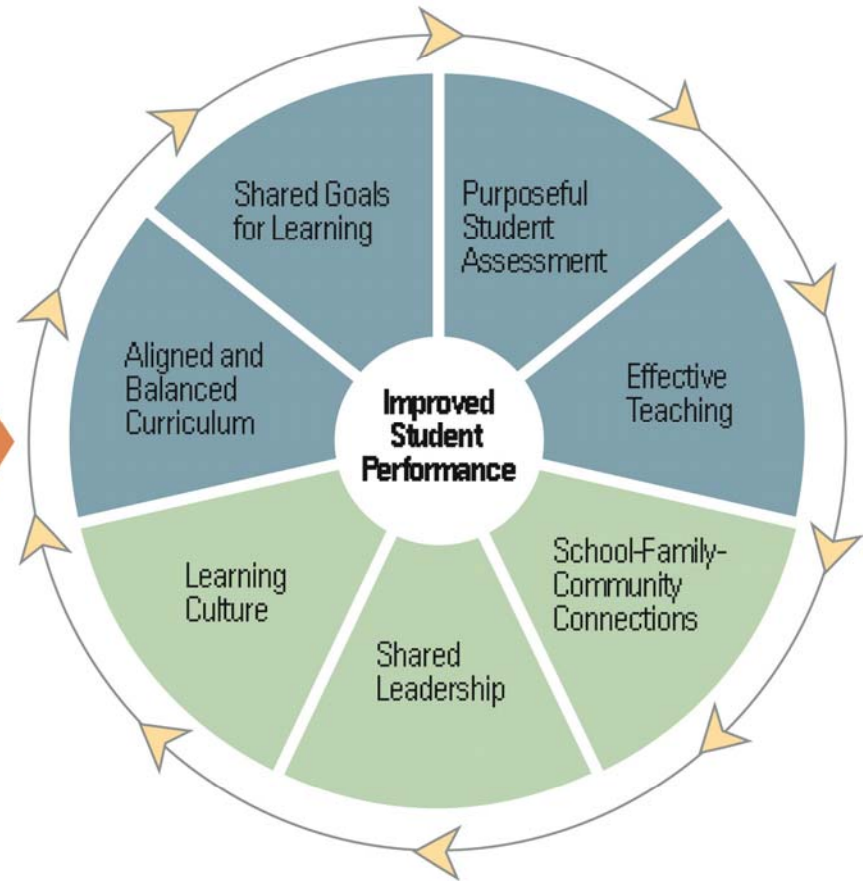


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Functions of School Performance Coaches



Improving the **CONTEXT** for Teaching and Learning

Improving **TEACHING & LEARNING** Process and Results



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Standards for School Performance Coaches

Creating Community

Bringing Focus

Leading Change

Developing Accountability

Building Capacity

Growing Professionally



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Standard 1: Creating Community

A School Performance Coach promotes improved school performance by developing trust, building positive relationships, keeping confidences, and honoring diversity across a school community.



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Standard 2: Bringing Focus

A School Performance Coach promotes improved school performance by helping a school faculty focus improvement efforts on a limited number of shared goals and encouraging work toward program coherence.



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Standard 2: Bringing Focus

“One of the greatest dangers to a successful improvement effort is losing focus, which results from trying to take on more than we have the time and resources to realistically achieve.”

Mike Schmoker



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Standard 2: Bringing Focus

“Christmas Tree” Problem...each new program an ornament, or a decoration, on a tree.

“Schools that take on or are forced to take on every policy and innovation that comes along may look innovative at a distance but actually have a severe case of ‘projectitis’ or meaninglessness.”



Michael Fullan



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Standard 2: Bringing Focus

Question for Reflection

Call to mind a school (or district) in which you've observed "the Christmas tree" phenomenon.

What do you believe to be the greatest contributors to this problem?



Roland Pope
School Performance Coach



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Standard 2: Bringing Focus

Question:

**“What can we quit doing
so that we can do what
we need to?”**

Phil Schlechty



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Standard 2: Bringing Focus

Rule of Thumb: “One at a Time”

“What does focus mean in practice? It means something as elementary as it is rare: pursuing one major change at a time per person and per work group.”

Robert Evans



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Standard 2: Bringing Focus

“We did not find a single case in the literature where student learning increased but had not been a central goal.”

B. Joyce, J. Wolf, & E. Calhoun



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Standard 2: Bringing Focus

More Than a Numbers Game— Toward Coherence

Question:

How do new ideas or programs
connect with what we're already
doing?



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Standard 3:

Leading Change

A School Performance Coach promotes improved school performance by drawing on the principles of individual and organizational change to motivate members of a school community to embrace new ways of thinking and behaving that are consistent with research-based best practice for teaching and learning.



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Standard 4: Developing Accountability

A School Performance Coach promotes improved school performance by advancing shared accountability through the engagement of all members of a school community in collaborative assessment, data analysis, and action to ensure the success of every student.



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Standard 4: Developing Accountability

Characteristics of Successful Schools (and Districts!)

1. Focus on Learning for Every Student

All faculty and staff have a laser-like focus on student learning—and hold high expectations for all students.

2. Collaborative Approach

Faculty and staff engage in collaborative activity to achieve their stated purpose.

3. Collective Responsibility

All educators in the district take collective responsibility for student learning.

Fred Newmann & Associates



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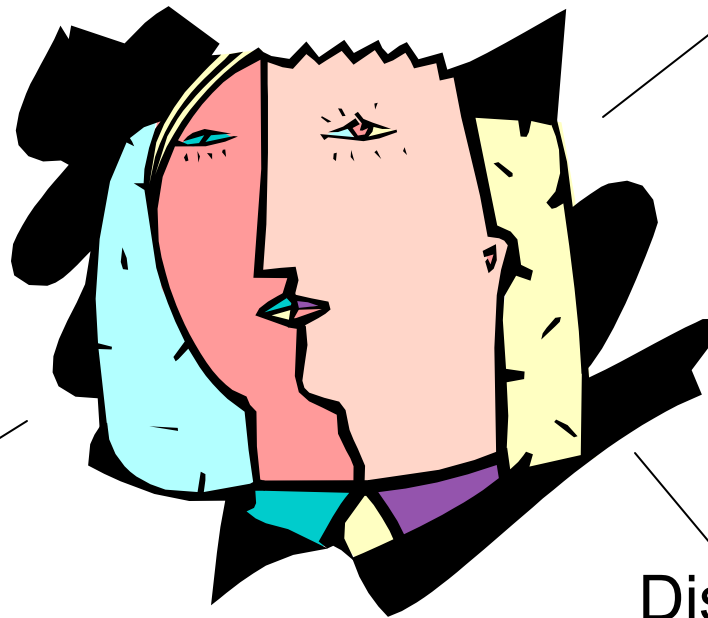
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Standard 4: Developing Accountability

The Many Faces of Accountability

Teacher
Accountability

No Child
Left Behind



State Policies

Distributed
Accountability



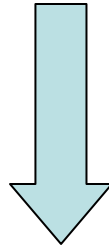
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Traditional, Top-Down Accountability

Top



Down

Examples:

- NCLB
- State standards and testing
- Local board policies
- Teacher evaluations



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Outside-In: Accountability With Support

- Maintains focus on standards
- Generates data and procedures that make focus on standards more likely
- Assists internal capacity by assigning a School Performance Coach or providing specialized technical assistance to address identified needs, e.g. improving services to special populations



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Standard 4: Developing Accountability

The Inside Approach to Accountability

Professional Learning Communities



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Why Top-Down (and Bottom-Up) Strategies Fail

- Complex problems
- Unrealistic timelines
- Faddism and quick-fix solutions
- Structural solutions alone do not solve underlying problems
- Follow-through support needed
- Strategies fail to motivate teachers and can further alienate them
- Conditions for mobilizing teachers do not exist

Roland Pope



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Standard 4: Developing Accountability

“Two ships have been passing in the night, stopping occasionally to battle in the dark. One is named ***Accountability***, the other ***Professional Learning Community***. . . .

They must team up because they need each other to get the job done.”

Michael Fullan



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Question for Reflection

- Think about Fullan’s “ships passing in the night.”
- Which of these—understanding accountability requirements or developing professional learning community—have you found to be the greater challenge for school faculties? Why do you think this is the case?



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Standard 4: Developing Accountability

“Accountability follows responsibility. If there is no accountability, little by little, people lose their sense of responsibility and start blaming circumstances or others for their poor performance.”

Stephen Covey



Roland Pope



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Standard 4: Developing Accountability

How School Performance Coaches Meet the Challenges of Accountability

Knowledge

- No Child Left Behind
- State standards and assessment system
- District policies and support; district standards
- School performance over time
- School improvement planning
- School culture & professional community

Skills

- Collecting, analyzing, and disaggregating data
- Questioning, interviewing
- Diagnosing school culture and professional learning community
- Reculturing
- Facilitating reflection, dialogue, discussion



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Standard 5: Building Capacity

A School Performance Coach promotes improved school performance by developing the knowledge and skills of adult members of the school community, as well as the organizational structures and resources that support the learning and achievement of all students.



Roland Pope



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Standard 5: Building Capacity

Teacher Capacity

1. Knowledge
2. Skills
3. Dispositions
4. Views of Self



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Standard 6: Growing Professionally

A School Performance Coach promotes improved school performance by demonstrating a personal commitment to continuous learning and professional growth as evidenced by (a) professional reading and dialogue with colleagues and (b) personal reflection and self-assessment of work with clients.



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Skill Sets That Support School Performance Coaching

- Questioning for Reflection
- Collection, Analysis, and Use of Data
- Facilitation of Collaboration
- Modeling of Desired Behaviors (“walking the talk”)



Roland Pope



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Question & Answer Time

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- We'll answer your call in order—first come, first served.



Roland Pope



Jackie A. Walsh

Moderator: Nancy Balow

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Learn More

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- Accountability
- Community
- Focus
- Capacity
- Results

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“The professional development we have been offered is exceptional, and the resources—books, videos, PowerPoint presentations—we have access to greatly enhance our work.”

—Exemplary Educator
Margaret Childress, retired teacher
and assistant principal

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Edvantia is a nonprofit education research and development corporation, founded in 1966, that partners with practitioners, education agencies, publishers, and service providers to improve learning and advance student success. Edvantia provides clients with a range of services, including research, evaluation, professional development, and consulting.

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