Coaching Classroom Management: Building a Climate for Coaching

Safe & Civil Schools
Presented by Tricia McKale Skyles

Session Objectives

• Define the role of both evaluative and non-evaluative coaches
• Create a clear target that builds consistency between classrooms
• Build a system of formative accountability on your campus
How do we determine the role of an evaluative coach and the role of a non-evaluative coach?

Although coaching is still new in the field of education, it has a long track record in the world of business - there, having a coach is a mark of value to a corporation.

- Jane Kise
Defining a Coach

• Anyone who interacts daily with teachers is a prospective coach.
  – Evaluative
    • Administrators or anyone connected to teacher evaluation
  – Non-evaluative
    • Instructional coaches, fellow teachers, standards chairs, reading specialists, new teacher mentors, behavior specialists, department chairs, school counselors, etc.

It’s not easy to lead change...

Think of a change you’ve gone through that was successful and another that was unsuccessful.

What accounts for the difference?

Take a moment and jot down a few notes.
Four Cornerstones

• Practitioner
• Trainer
• Support
• Accountability

Four Cornerstones: CHAMPS

• Practitioner • Teachers
• Trainer • Consultant
• Support • Coaches
• Accountability • Administrators
Four Cornerstones: Coaching Classroom Management

- Practitioner
- Trainer
- Support
- Accountability
- Coaches
- Consultant
- Director
- Supervisor and administrator

A call for coaching...

Vision without execution is hallucination.

- Thomas Edison

Coaching is the bridge between vision and execution.
How do we create a target that builds consistency from classroom to classroom while allowing autonomy from teacher to teacher?
Assess the Classroom

- Ratio of interactions
- Opportunities to respond
- Disruptions
- Time on task
- Alignment with expectations

The Basic 5 Behavior Benchmarks

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<thead>
<tr>
<th>Benchmark</th>
<th>Dark</th>
<th>Medium</th>
<th>Light</th>
<th>Form to use</th>
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<tr>
<td>Time on Task (academic engagement)</td>
<td>Less than 80%</td>
<td>81–90%</td>
<td>91–100%</td>
<td>Academic Engagement Monitoring Form (5.4)</td>
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<td>Opportunities to Respond (per 10-minute interval)</td>
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<td>Opportunities to Respond Monitoring Form (5.5)</td>
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<td>Ratio of Interactions (positive to negative) (per 10-minute interval)</td>
<td>Less than 1:1 or less than 1 interaction per minute</td>
<td>At least 1:1 consistently</td>
<td>At least 3:1 consistently</td>
<td>Ratio of Interactions Monitoring Form (5.6)</td>
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<td>Disruptions (per 10-minute interval)</td>
<td>More than 10</td>
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<td>Fewer than 5</td>
<td>Misbehavior Monitoring Form (5.7a or 5.7b)</td>
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<td>Alignment with Expectations</td>
<td>Mostly 1s &amp; 2s</td>
<td>Mostly 2s &amp; 3s</td>
<td>Mostly 4s &amp; 5s</td>
<td>Expectations Versus Daily Reality Scale (5.8)</td>
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Autonomy

How do we set up a system of formative accountability on the campus?
To go from good to great...

• You must maintain unwavering faith that you can and will prevail in the end, regardless of the difficulties, AND at the same time have the discipline to confront the most brutal facts of your current reality, whatever they might be.

- Jim Collins
Administrative Walk-Throughs

• Research demonstrates that student behavior is more responsible and motivated when adults are actively observing.

The same is true for staff.

Consider this...
Authority

Respect
# Record of Walk-Through Visits

**Date:**

### Teacher MON TUE WED THU FRI

**MON TUE WED THU FRI MON TUE WED THU FRI MON TUE WED THU FRI MON TUE WED THU FRI MON TUE WED THU FRI MON TUE WED THU FRI**

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## The Administrator's Role

This is the most comprehensive of the drop-in observation forms. It directly parallels the items on the CHAMPS Game Plan for Walk-Through Visits (Reproducible 3.1) and provides space to elaborate on student behavior, connection to instruction, and teacher conduct.

**Teacher:** ___________________________  **Class/Activity:** _______________________  **Date/Time:** _______________

1. Observe student behavior.
   - a) Actively engaged in the lesson (at least 90%)? ________%
   - b) Behaving respectfully toward one another and toward the teacher (at least 95%)? ________%
   - c) Complying with the teacher's posted expectations (at least 95%)? ________%

2. Observe student engagement.
   - a) Opportunities to Respond. Estimated OTR per minute:________%
   - b) Percentage of correct academic responses. Estimated PCR ________%

3. Observe teacher behavior.
   - a) Actively observing (circulating and scanning)? Yes/No:________%
   - b) Being positive (at least a 3:1 ratio of positive to negative interactions)? Estimated ROI ________%
   - c) Correcting misbehavior fluently (calmly, consistently, briefly, immediately)? Yes/No:________%

---

**Observer**

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*Note:* This form reflects a tentative schedule for drop-in observations during the second to fifth weeks of school. The principal, assisted by Mrs. ... to writing notes outside of the classroom. The “C” indicates a follow-up conference with that teacher later in the day.

The three new teachers in the building are Mr. Sparks, Ms. Beamer, and Mrs. Coleman. Note that Mr. Chavez is in the building during the morning hours and then moves to the middle school next door to teach the advanced science class in the afternoons.

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Basic 5 Observation Form

• Gather preliminary data about a class’s status on 4 of the basic 5 Benchmarks
• Gathered during teacher-guided instruction over the same 15-minute span on at least 3 occasions
• One-page format
Coaching Classroom Management

Basic 5 Observation Form

(15 minutes)

**Teacher:** ______________________________________ **Date:** ___________________ **Time:** ________________

**Observer:** ______________________________________ **Class:** ___________________ **Activity:** ________________

**STEP 1**

(Benchmark Observation period) **Total**

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**Ratio of Interactions**

**Opportunities to Respond**

**Disruptions**

**STEP 2**

(5 minutes)

1 2 3 4 5 6 7 8 9 10 11 12

13 14 15 16 17 18 19 20 21 22 23 24

25 26 27 28 29 30 31 32 33 34 35 36

37 38 39 40 41 42 43 44 45 46 47 48

49 50 51 52 53 54 55 56 57 58 59 60

Divide the number of on-task (+) marks by the total number of marks (60).

**Time on Task (percentage of on-task behavior) =**

**Definition of Time on Task**

During a 10-minute observation period, record simple tally marks for each of the following behaviors.

**The Basic 5 Behavior Benchmarks**

**Dark =** Stop (do something different)

**Medium =** Caution (intervention recommended)

**Light =** Keep going (keep doing what you’re doing)

**Form to use**

**Academic Engagement Monitoring Form (5.4)**

Use during teacher-guided instruction

Use for classwide monitoring

**Opportunities to Respond Monitoring Form (5.5)**

Use during teacher-guided instruction

Use for individual or classwide monitoring

**Ratio of Interactions Monitoring Form (5.6)**

Use for individual or classwide monitoring

**Misbehavior Monitoring Form (5.7a or 5.7b)**

Use for duration of one activity or entire period

Any activity

Use for classwide monitoring

**Expectations Versus Daily Reality Scale (5.8)**

Use for duration of one activity or entire period

Any activity

Use for classwide monitoring

Coaching Classroom Management

March 29, 2016
Set goals and plan interventions

• Display results visually
• Brainstorm possible options
  – What might the teacher try?
  – How could the teacher address each benchmark?
  – Can you come up with an appropriate intervention for each of the five STOIC variables?

STOIC--Cheap, simple and effective.

Structure the environment for success.
Teach expectations.
Observe (monitor, supervise).
Interact positively (build relationships and provide positive feedback).
Correct fluently (calmly, consistently, immediately, respectfully).
Top-down Feedback

Partnership Feedback (C.E.D)
The principles you live by create the world you live in; if you change the principles you live by, you will change your world.

- Blaine Lee, The Power Principle
Building a Climate for Coaching

March 29, 2016

Partnership Principles

- Equality
- Praxis
- Dialogue
- Choice
- Voice
- Reflection
- Reciprocity

Partnership Principles – Reflection for People Leading Professional Learning

Directions: Read each of the following questions from the seven partnership principles. On which principle(s) did you rate yourself strongest? Most challenging? Choose one principle to improve as a goal and write down three ideas for improvement.

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<th>Question</th>
<th>Equality</th>
<th>Voice</th>
<th>Choice</th>
<th>Dialogue</th>
<th>Praxis</th>
<th>Reflection</th>
<th>Reciprocity</th>
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<td>1. Do teachers believe that their knowledge and experience count when I work with them?</td>
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<td>2. Do I allow teachers to make their own decisions about the feedback I present? Do I respect their decisions if they differ from mine?</td>
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<td>3. Do I recognize that teachers will need to adapt materials for their individual classrooms?</td>
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<td>4. Do I provide ample choices during professional learning?</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Do I recognize how to encourage people to say what they really think?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Do I allow teachers to explore ways they might use what I’m explaining?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Do I give teachers enough time to think about what I’m saying?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
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</tr>
</tbody>
</table>

Adapted with permission from Jim Knight and from the book, Coaching Classroom Management.
Session Objectives

• Define the role of both evaluative and non-evaluative coaches
• Create a clear target that builds consistency between classrooms
• Build a system of formative accountability on your campus

Additional Information

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