

# Quality Teaching in a Culture of Coaching

Stephen G. Barkley  
Executive Vice President  
Performance Learning Systems

888.424.9700

[sbarkley@plsweb.com](mailto:sbarkley@plsweb.com)

[www.plsweb.com](http://www.plsweb.com)

[blogs.plsweb.com](http://blogs.plsweb.com)

[stevebarkley/twitter.com](https://twitter.com/stevebarkley)



# Mon. 8:00 Introduction to Steve Barkley

# Coaching Beliefs

- 1) Everyone working in the school should be observed once a week and receive feedback.
- 2) The most skilled and professional educators should be coached the most.

# Peer Coaching

EVALUATION  
Outside Criteria

MENTORING

SUPERVISION

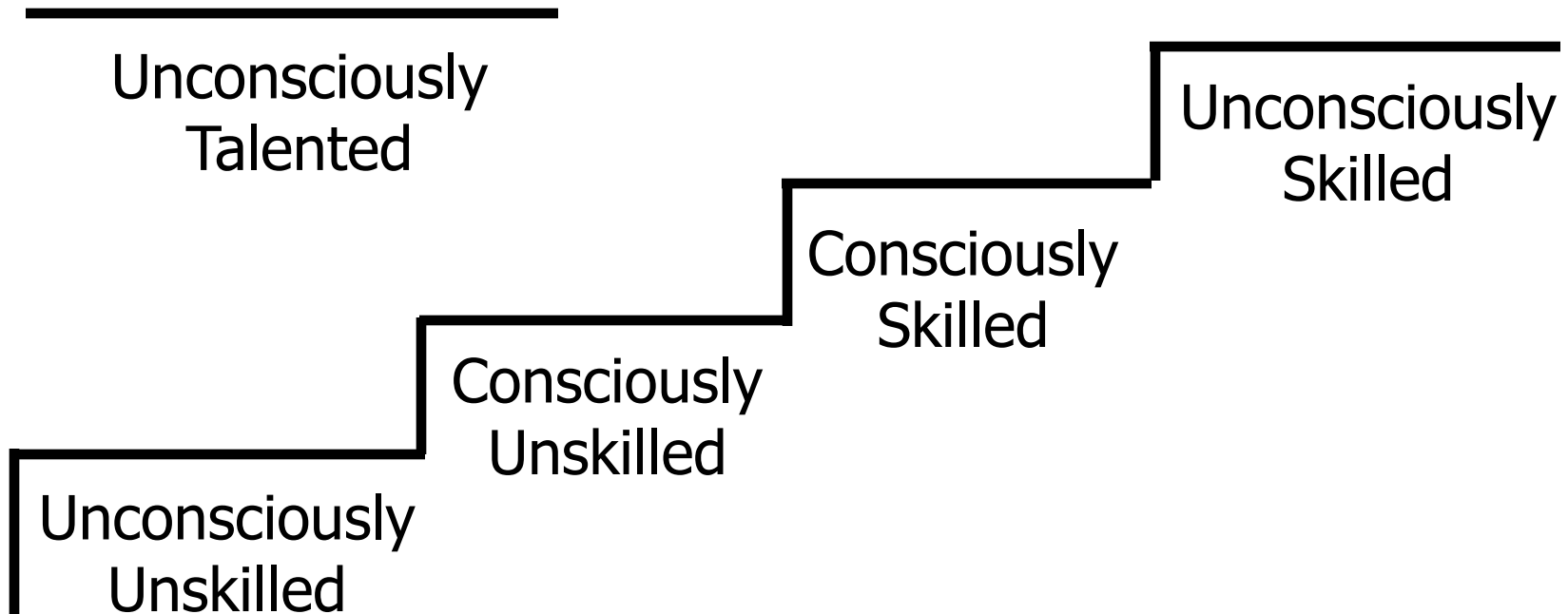
PEER COACHING  
Teacher's Choice

# Reward of Coaching

- Practice Consciously
- Gain Options
- Celebrate

# Gordon's Skill Development Ladder

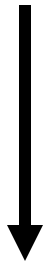
## The Art of Teaching



- Gordon's (1974) Skill Development Ladder

# How Administrators Support Peer Coaching

Technical Coaching



Staff Development

Collegial Coaching



Relationships

Challenge Coaching



Solutions & Opportunities



Robert J. Garmston (1987)

# Monday General Session

- 8:45- 10:00



# Leadership

- Teaming
- Coaching

# Collective Capacity –Fullan (2010)

The power of collective capacity is that it enables ordinary people to accomplish extraordinary things—for two reasons:

- ▶ ..knowledge about effective practice becomes more widely available and accessible on a daily basis
- ▶ ..working together generates commitment

# Collective Capacity – Fullan (2010)

Moral purpose, when it stares you in the face through students and your peers working together to make lives and society better, is palpable, indeed virtually irresistible. The collective motivational well seems bottomless. The speed of effective change increases exponentially. Collective capacity, quite simply, gets more and deeper things done in shorter periods of time.

# Creativity

[http://www.youtube.com/watch?v=Z3csfLkMJT4&feature=player\\_embedded](http://www.youtube.com/watch?v=Z3csfLkMJT4&feature=player_embedded)

# Teacher Relationships

- Parallel Play
- Adversarial Relationships
- Congenial Relationships
- Collegial Relationships

Roland S. Barth  
Relationships Within the Schoolhouse  
ASCD 2006

**Vulnerability**

**Trust**

**Individual**

**Franchise**

**Team**

My  
Work  
My  
Time

Helping  
each  
other



Design  
together  
Implement  
individually

Modify  
Individual  
Behavior,  
Consensus on  
implementation



Shared  
responsibility  
for student  
achievement

**ACTION**

**EVALUATION**

**MENTORING**

**SUPERVISION**

**PEER COACHING**  
**Teacher's Choice**

# Analysis

- Identify classrooms in your school that are closest to full implementation of your vision for learning.
- Describe in detail the observable students behaviors.
- Describe in detail the observable teacher behaviors.



# Analysis

- Identify classrooms in your school that must change the most to reach full implementation of your vision for learning.
- Describe in detail the observable students behaviors.
- Describe in detail the observable teacher behaviors.

# Appraise

Consider one area of teacher practice that is crucial to your desired student achievement. Rank your classrooms along this continuum.

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

---

Most  
Change  
Needed

Full  
Implementation

# Evaluation/Appraisal

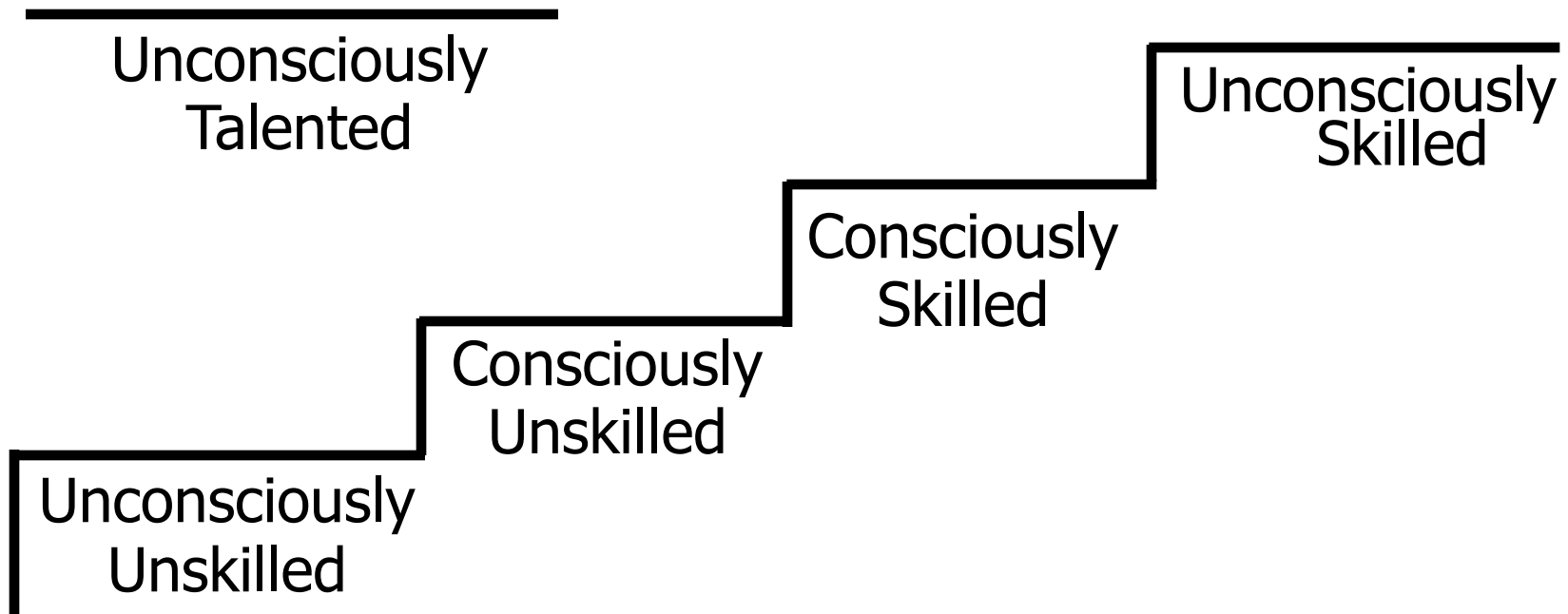
Select one skill set that you believe is most important.

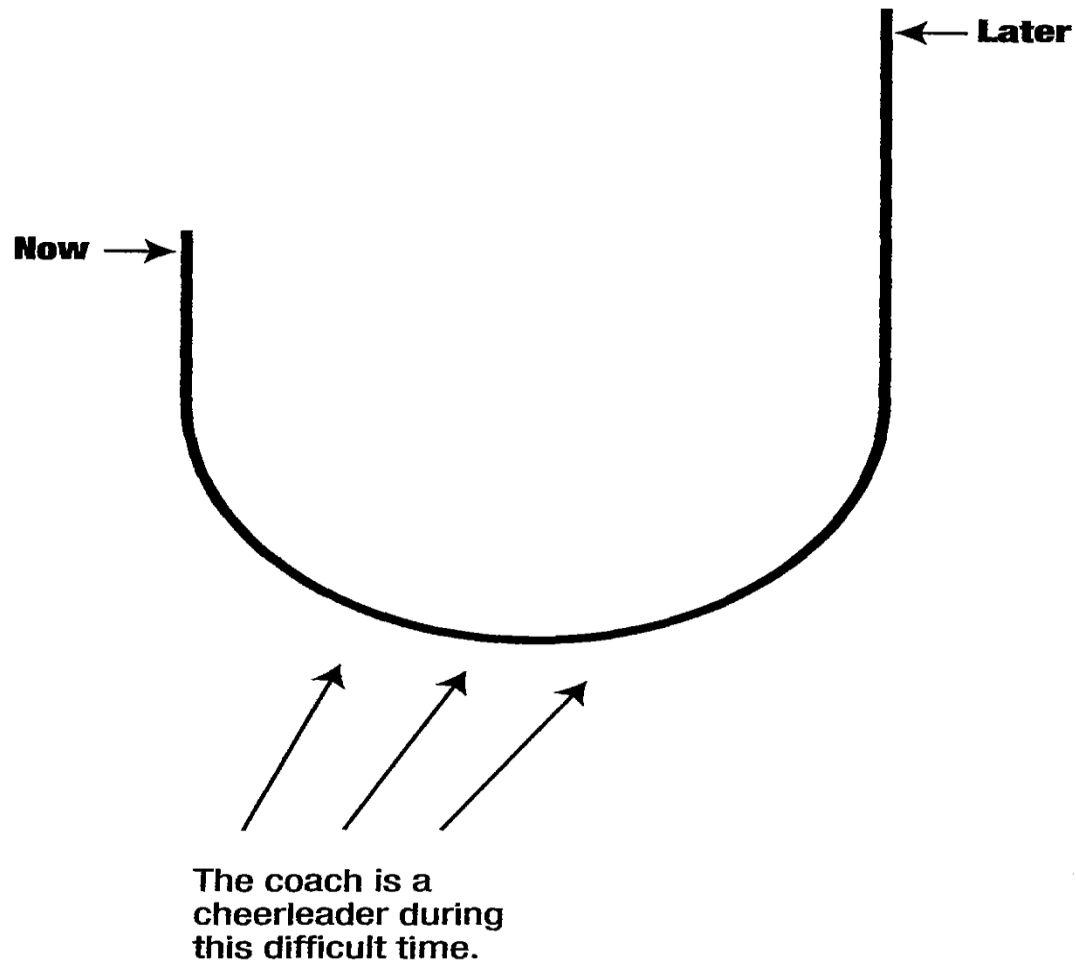
Rank teachers according to this system:

- Unwilling
- Unaware
- Getting Ready
- Started
- Developing

# Gordon's Skill Development Ladder

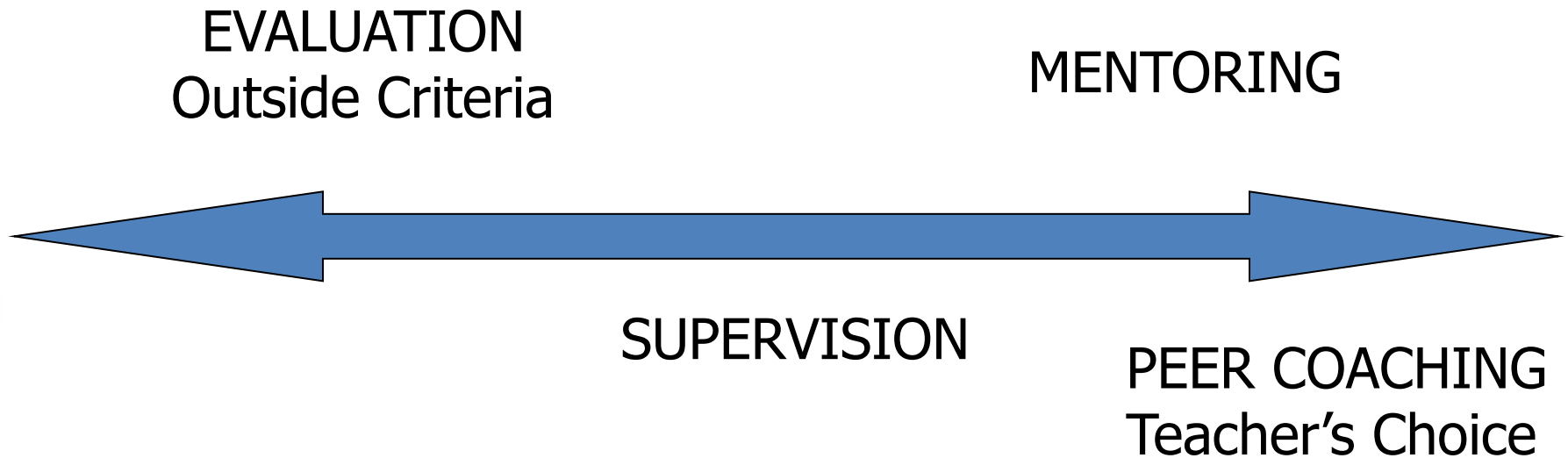
## The Art of Teaching





**Figure 3.2.** The Learning Dip

# What's needed? Who provides it?



# School Culture

- Monday 11:25- 12:10

# Changes Needed to Improve Student Achievement

1. What are the changes in student behavior, performance, choices, effort, etc., that you believe are precursors to the improvement in student learning that you seek?
2. What changes must occur in individual staff/teacher practices to generate the changes you seek in students?  
  
What changes must occur in parent practices to generate the changes you seek in students?
3. Are there changes that need to occur in the way that staff members work with each other in order for the desired individual staff members changes to occur?
4. What are the behaviors/practices of school leadership that are necessary to initiate, motivate, and support these changes?
5. How do you see your role in the changing behaviors of students, teachers, teacher leaders, and administrator?





# Student Achievement

What is the definition of student achievement that drives your work?

# Tough Choices or Tough Times

Those countries that produce the most important new products.....depend on a deep vein of creativity that is constantly renewing itself, and on a myriad of people who can imagine how people can use things that have never been available before, create ingenious marketing and sales campaigns, write books, build furniture, make movies and imagine.....

# Tough Choices or Tough Times

- This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation .....
- ...comfort with ideas and abstractions is the passport to the good life, in which high levels of education – a very different kind of education than most of us have had – are going to be the only security there is.

# Student Changes

What student behaviors, choices, effort, and performance are precursors to the student achievement that you seek?

# Teacher Changes

What changes must occur in individual staff/teacher practices to generate the changes we seek in students?

# Teacher Behaviors

- Teach it!
- Model it!



# Staff Relationships

Are there changes that need to occur in the way that staff members work with each other (staff relationships) in order for the desired individual staff member changes to occur?

If so, describe.

# Teacher Relationships

- Parallel Play
- Adversarial Relationships
- Congenial Relationships
- Collegial Relationships

Roland S. Barth  
Relationships Within the Schoolhouse  
ASCD 2006



# Changes Needed to Improve Student Achievement

1. What are the changes in student behavior, performance, choices, effort, etc., that you believe are precursors to the improvement in student learning that you seek?

2. What changes must occur in individual staff/teacher practices to generate the changes you seek in students?

What changes must occur in parent practices to generate the changes you seek in students?

3. Are there changes that need to occur in the way that staff members work with each other in order for the desired individual staff members changes to occur?

4. What are the behaviors/practices of school leadership that are necessary to initiate, motivate, and support these changes?

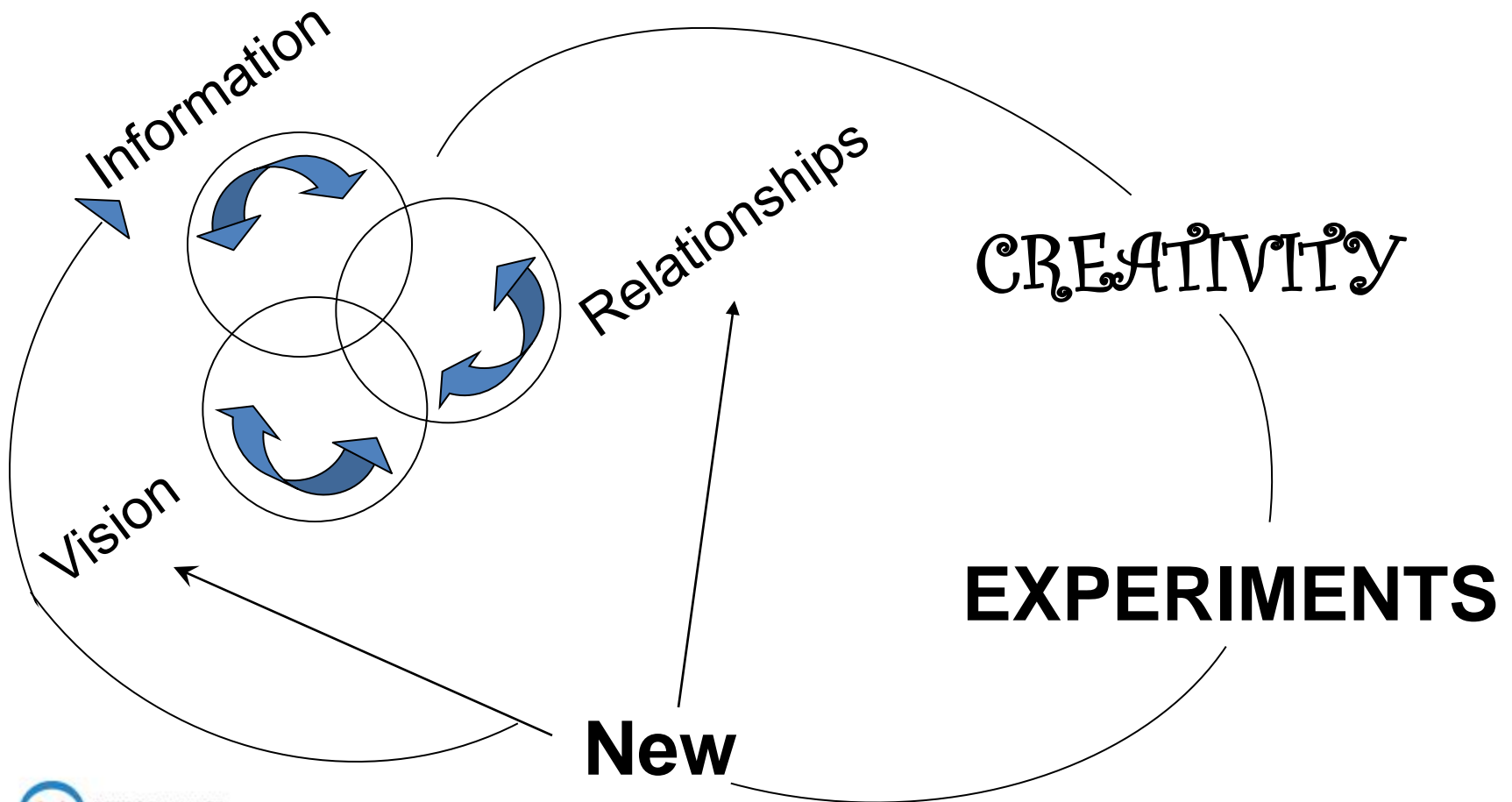
5. How do you see your role in the changing behaviors of students, teachers, teacher leaders, and administrator?



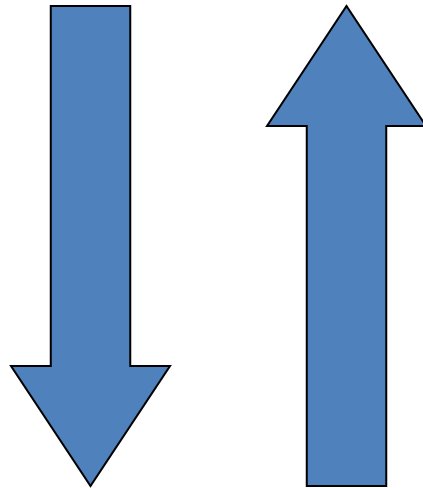
# Change

- 1:15-2:00

# Creativity



# Information Flow



**Ask/Tell**

# Relationships

Diverse and rich relationships

# Vision

## Common Beliefs

# Changes Needed to Improve Student Achievement

1. What are the changes in student behavior, performance, choices, effort, etc., that you believe are precursors to the improvement in student learning that you seek?

2. What changes must occur in individual staff/teacher practices to generate the changes you seek in students?

What changes must occur in parent practices to generate the changes you seek in students?

3. Are there changes that need to occur in the way that staff members work with each other in order for the desired individual staff members changes to occur?

4. What are the behaviors/practices of school leadership that are necessary to initiate, motivate, and support these changes?

5. How do you see your role in the changing behaviors of students, teachers, teacher leaders, and administrator?

