Coaching for Change

Using Impact Oriented Coaching to Guide the Implementation of CCSS
Does this look like anyone you know?

Oh, she'll be ok. She just fainted from exhaustion after aligning her curriculum to CCSS.
Got concerns?

- How concerned are you about implementation of CCSS?
- How concerned is your administration?
- How concerned are your teachers?
Definition of **Concern**

“The composite representation of the feelings, preoccupation, thought, and consideration given to a particular issue or task is called **concern**.”

Hall & Hord, p. 61
## Identifying Stages of Concern

<table>
<thead>
<tr>
<th>Stages of Concern</th>
<th>Expressions of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 6: Refocusing</td>
<td>I have some ideas about something that would work even better.</td>
</tr>
<tr>
<td>Stage 5: Collaboration</td>
<td>I am concerned about relating what I am doing with what my co-workers are doing.</td>
</tr>
<tr>
<td>Stage 4: Consequence</td>
<td>How is my use affecting students?</td>
</tr>
<tr>
<td>Stage 3: Management</td>
<td>I seem to be spending all of my time getting materials ready.</td>
</tr>
<tr>
<td>Stage 2: Personal</td>
<td>How will using it affect me?</td>
</tr>
<tr>
<td>Stage 1: Informational</td>
<td>I would like to know more about it.</td>
</tr>
<tr>
<td>Stage 0: Awareness</td>
<td>I am not concerned about it.</td>
</tr>
</tbody>
</table>

Hall & Hord, p. 63
Talk to Your Neighbor

Think about which stage of concern reflects the stage of concern among most of the faculty members at your school right now. . .
Types of Concern

• Self
  – How is this going to affect me?
  – What changes must I make?

• Task
  – How am I going to fit this in?
  – What does it look like?
  – Where do I get the necessary materials?

• Impact
  – How will this benefit my students?
  – Are my students “getting it”?
Gathering Information

• Asking Questions
  – How’s it going with CCSS?
  – How are you planning to use CCSS in your class?
  – How are you feeling about CCSS?
  – What concerns do you have?
  – Tell me more about CCSS as you use it in your class.
  – Are you sharing with your PLC?

• Listening

• Observing
## Identifying Stages of Concern

<table>
<thead>
<tr>
<th>Stages of Concern</th>
<th>Expressions of Concern</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| Stage 6: Refocusing | I have some ideas about something that would work even better. | - Respect and encourage teacher interests  
- Channel their ideas and energies; act on their concerns. |
| Stage 5: Collaboration | I am concerned about relating what I am doing with what my co-workers are doing. | - Provide opportunities to develop skills needed to work collaboratively  
- Rearrange schedules so people can collaborate |
| Stage 4: Consequence | How is my use affecting students? | - Provide positive feedback and needed support  
- Provide opportunities for teachers to share knowledge and skills |
| Stage 3: Management | I seem to be spending all of my time getting materials ready. | - Answer specific “how to” questions  
- Avoid considering future impact at this time |
| Stage 2: Personal | How will using it affect me? | - Address potential personal concerns directly  
- Implement changes progressively over time |
| Stage 1: Informational | I would like to know more about it. | - Provide clear and accurate information  
- Relate changes to current practices |
| Stage 0: Awareness | I am not concerned about it. | - Involve teachers in discussion and decisions |

Hall & Hord, p. 63
Continuum of Coaching

Transformation may occur when teachers/coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practice.

<table>
<thead>
<tr>
<th>Inter-active coaching</th>
<th>Intra-active coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate a <strong>workshop</strong> or session to improve instruction and student learning</td>
<td>Facilitate action research to seek resources after reflection to improve instruction and student learning.</td>
</tr>
<tr>
<td>Provide an <strong>observation lesson</strong> to improve instruction and student learning with feedback and collaborative input.</td>
<td>Facilitate a <strong>study group or literacy leadership team</strong> to investigate common interest topics to improve instruction and student learning.</td>
</tr>
<tr>
<td>Co-teach with colleague to improve instruction and student learning based on mutually agreed upon learning goals and success indicators.</td>
<td>Confer, observe, and <strong>debrief</strong> to improve instruction and student learning.</td>
</tr>
</tbody>
</table>

**Increased scaffolding**

**PROBLEM-CENTERED**

adapted from E. A. Puig & K. S. Froelich, 2007

*The Literacy Coach: Guiding in the Right Direction*
Talk to Your Neighbor

Think about which stage of concern you identified for your faculty. . .

- What interventions would be appropriate?
- Where does that fit on the coaching continuum?
- What will you do next?
SoC and LoU

- “Stages of Concern (SoC) addresses the affective side of change – *people’s reactions, feelings, perceptions, and attitudes.*”

- “Levels of Use (LoU) has to do with behaviors and portrays *how people are acting* with respect to specified change.”

Hall & Hord, p. 81
<table>
<thead>
<tr>
<th>Levels of Use</th>
<th>Behaviors Associated with LoU</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Non-Use</td>
<td>No interest shown in the CCSS; no action taken</td>
</tr>
<tr>
<td>1 Orientation</td>
<td>Begins to gather information about the CCSS</td>
</tr>
<tr>
<td>2 Preparation</td>
<td>Begins to plan ways to implement the CCSS</td>
</tr>
<tr>
<td>3 Mechanical</td>
<td>Concerned about mechanics of implementation</td>
</tr>
<tr>
<td>4A Routine</td>
<td>Comfortable will innovation and implements it as taught</td>
</tr>
<tr>
<td>4B Refinement</td>
<td>Begins to explore ways for continuous improvement</td>
</tr>
<tr>
<td>5 Integration</td>
<td>Integrates innovation with other initiatives; does not view it as an add-on; collaborates with others</td>
</tr>
<tr>
<td>6 Renewal</td>
<td>Explores new and different ways to implement innovation</td>
</tr>
</tbody>
</table>
What Happens When Expectations Don’t Align with Levels of Use?
Think about teachers implementing close reading strategies in your school…

• Where are they in the levels of use?
• Where do you see
  • your English department?
  • your Social Studies department?
  • your Science department?
Identify stages and types of concern

Listen to expressions of concern

Impact oriented coaching

Examine levels of use

Provide appropriate interventions

Coaching for Change
Reflection

• 3 important things I learned today

• 2 ideas/thoughts I’d like to share with others...

• 1 action I will take immediately
Resources