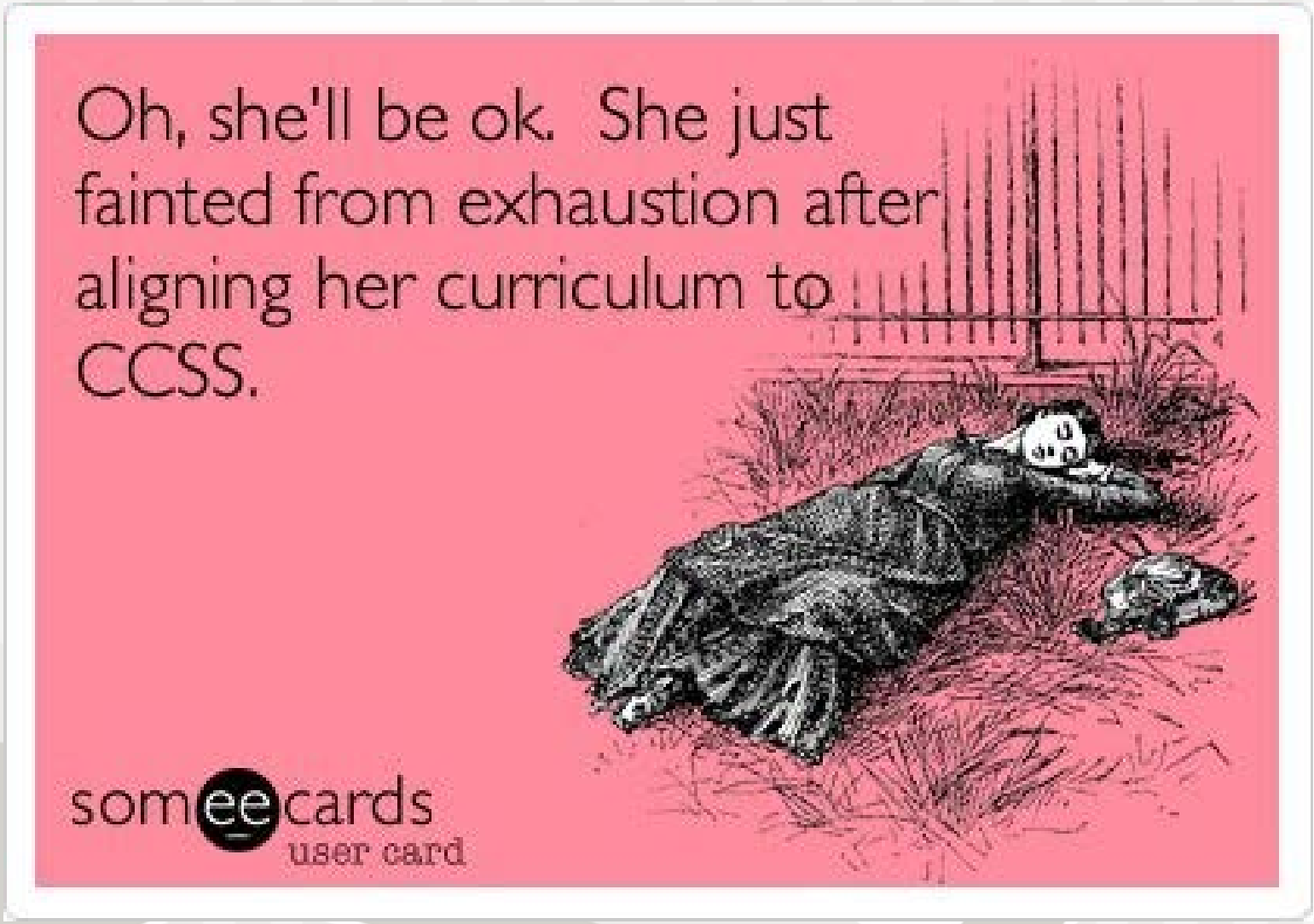
Coaching for Change

Using Impact Oriented Coaching to Guide the Implementation of CCSS

Does this look like anyone you know?



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

IMPACT

TASK

SELF

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

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

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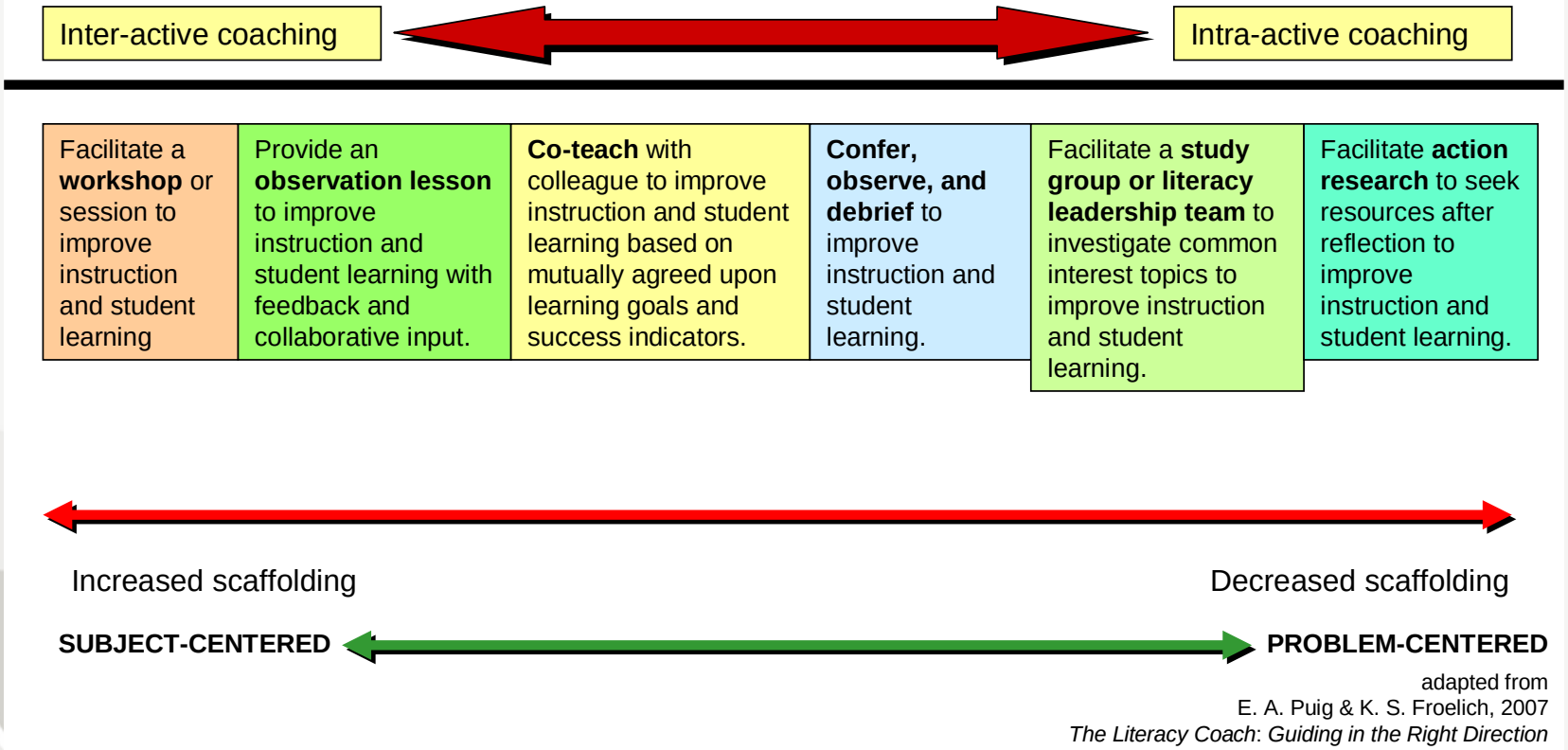
Stages of Concern	Expressions of Concern	Interventions
Stage 6: Refocusing	I have some ideas about something that would work even better.	▪ Respect and encourage teacher interests ▪ Channel their ideas and energies; act on their concerns.
Stage 5: Collaboration	I am concerned about relating what I am 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.



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

SELF

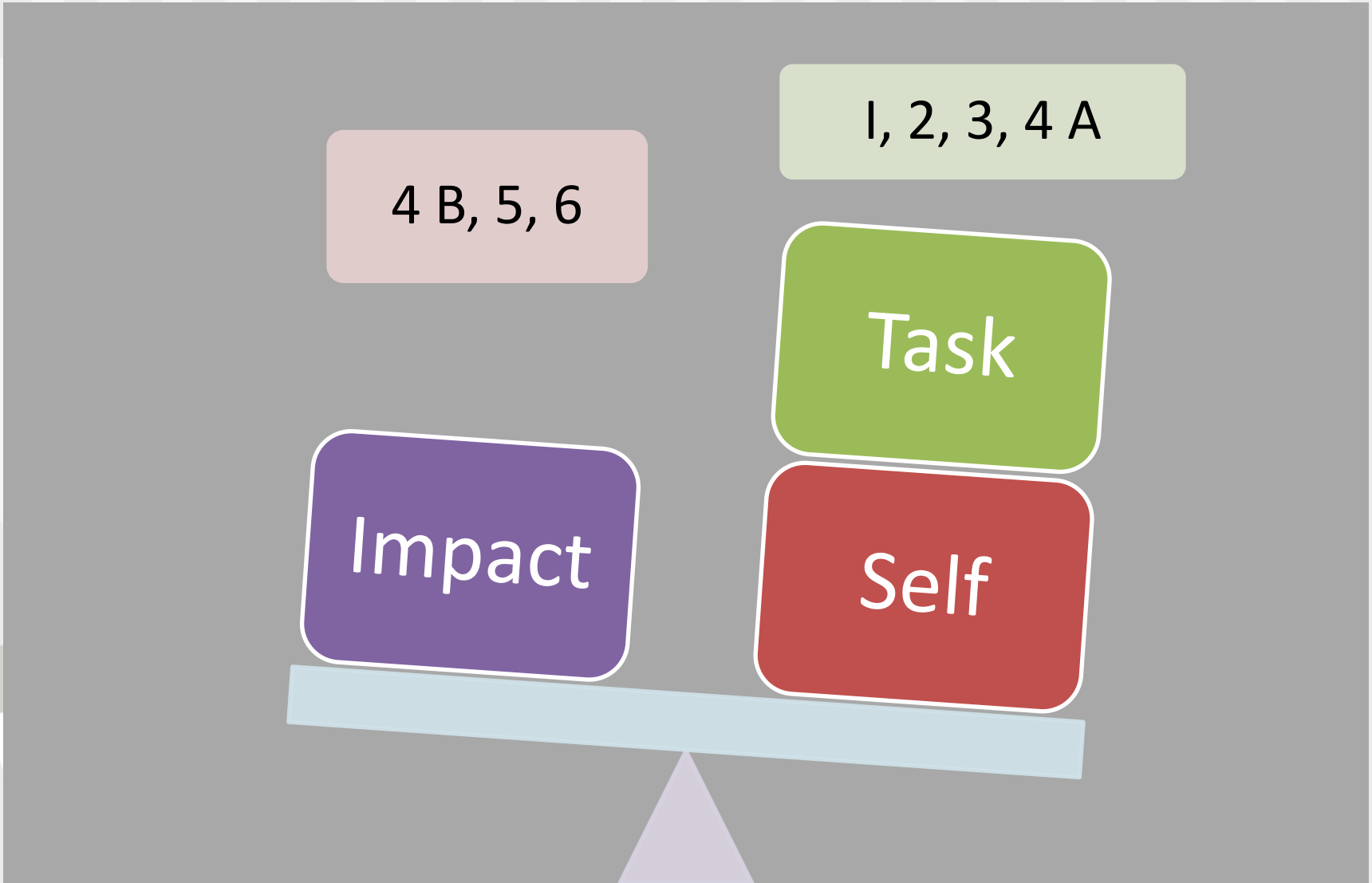
TASK

IMPACT

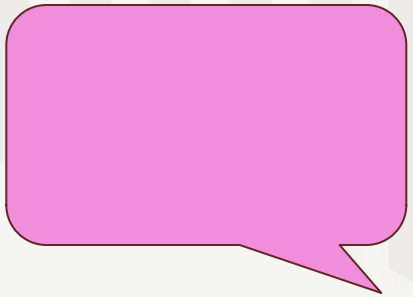
Levels of Use	Behaviors Associated with LoU
0 Non-Use	No interest shown in the CCSS; no action taken
1 Orientation	Begins to gather information about the CCSS
2 Preparation	Begins to plan ways to implement the CCSS
3 Mechanical	Concerned about mechanics of implementation
4A Routine	Comfortable will innovation and implements it as taught
4B Refinement	Begins to explore ways for continuous improvement
5 Integration	Integrates innovation with other initiatives; does not view it as an add-on; collaborates with others
6 Renewal	Explores new and different ways to implement innovation

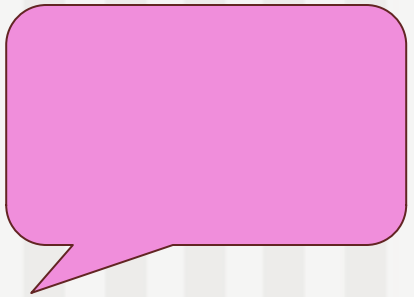
Hall & Hord, p. 82

What Happens When Expectations Don't Align with Levels of Use?



Talk to Your Neighbor





Think about teachers implementing close reading strategies in your school...

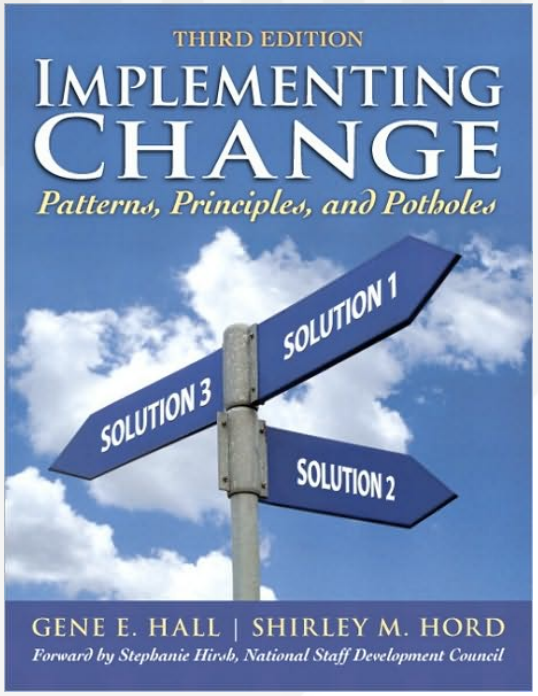
- Where are they in the levels of use?
- Where do you see
  - your English department?
  - your Social Studies department?
  - your Science department?

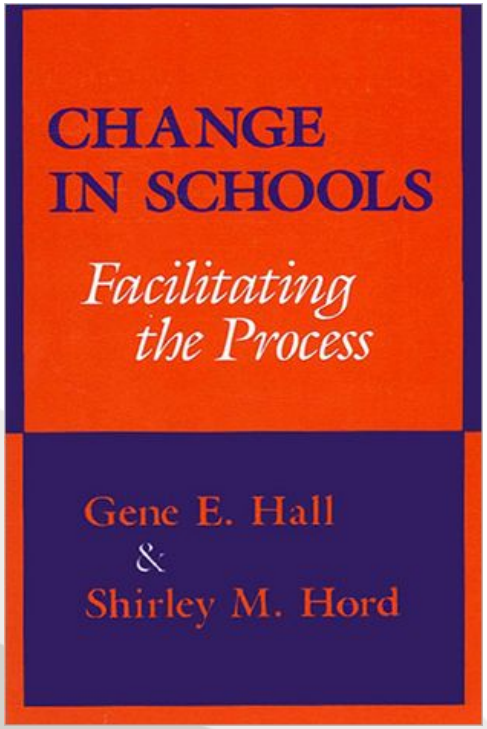
Coaching for Change
Identify stages and types of concern
Provide appropriate interventions
Examine levels of use
Impact oriented coaching
Listen to expressions of concern

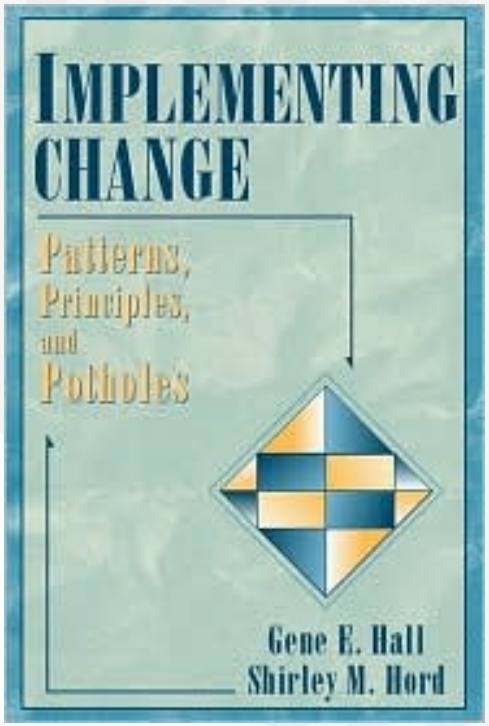
Reflection

- 3 important things I learned today
- 2 ideas/thoughts I'd like to share with others…
- 1 action I will take immediately

Resources


THIRD EDITION
IMPLEMENTING CHANGE
Patterns, Principles, and Potholes
SOLUTION 1
SOLUTION 3
SOLUTION 2
GENE E. HALL | SHIRLEY M. HORD
Forward by Stephanie Hirsh, National Staff Development Council


CHANGE IN SCHOOLS
Facilitating the Process
Gene E. Hall
&
Shirley M. Hord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