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| **Coaching for GROWth** |
| **C:\Users\Simon Spadaro-Bliss\Desktop\Icons and Graphics\TLCF Module Icons\icon_TLCF_CoachingOthers.png** |

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| **Do Now** |
| What process do you use to help someone accomplish goals? |  |

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| **Coaching Model Rocket** |
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| **OBJECTIVES** |
| Participants will be able to1. Coach their colleagues to set goals, assess current realities, identify options, and plan for a way forward
 |
| **AGENDA** |
| * Introduction and Framing
* Coaching Cycle
* The GROW Model
	+ Goal
	+ Reality
	+ Options
	+ Way Forward
* Putting it all together
* closing
 |
| **Norms** |
| * **Norm #1:** Monitor equity of voice–speak up or scale back as needed.
* **Norm #2:** Assume the best. Seek first to understand, then to be understood.
* **Norm #3:** Be vulnerable and authentic. Honor one another’s candor by maintaining confidentiality.
* **Norm #4:** Own your learning. Be the first to contribute. Challenge respectfully.
* **Norm #5:** Keep your eye on the prize. Maintain focus with high engagement and low technology.
* **+1:** Begin and end on time. Remember to have fun!
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| **Introduction to GROW**  |
| * **Goal** setting for short/long term
* **Reality** checking to explore current situation
* **Options** and alternative strategies or courses of action
* What is to be done, When, by Whom, and the Will to do it (**Way Forward**)
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| *Notes:* |

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| **Goal** |
| **Establishing the goal—**Define and agree on the goal or outcome to be achieved. *
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| **Establishing the Goal Video** |
|  | ***Look For:*** *Evidence of using the skills of relationship building, active listening, and powerful questioning to establish the goal(s)* |
| ***Relationship Building:**** *Supporting goal attainment for improving student success and teacher effectiveness*
* *Establishing norms for how you will work together*
* *Creating and maintaining a coaching note taking document*
 | ***Active Listening:**** *Focused attention on words and expressions, recognizing meaning in body language, tone and gestures*
* *Using paraphrasing and summarizing to demonstrate and clarify understanding*
* *Making connections to previous coaching visits*
 | ***Powerful Questioning:**** *Open-ended to help accomplish goal(s)*
* *Solution oriented that help arrive at own solution(s)*
* *New awareness*
* *New action towards accomplishing goal(s)*
 |
| *Evidence:* | *Evidence:* | *Evidence:* |
| ***Debrief Notes:*** *What went well?**What could make it even better?*  |
| **GOAL Planning and Practice** |
| *Planning Notes:*What will you say/do to help your partner identify a clear high-leverage goal for the coaching visit that is aligned to short- and long-term goals for student learning and teacher effectiveness? |
| *\*\*You will practice this plan in a role play after we learn about R-reality. You will practice both Goal and Reality together.* |

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| **Reality** |
| **Examine Current Reality—**Ask partner to describe their Current Reality. *
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| **Exploring Current Reality Video** |
|  | ***Look For:*** *Evidence of using the skills of relationship building, active listening, and powerful questioning to explore current reality* |
| ***Relationship Building:**** *Supporting goal attainment for improving student success and teacher effectiveness*
* *Establishing norms for how you will work together*
* *Creating and maintaining a coaching note taking document*
 | ***Active Listening****:** *Focused attention on words and expressions, recognizing meaning in body language, tone and gestures*
* *Using paraphrasing and summarizing to demonstrate and clarify understanding*
* *Making connections to previous coaching visits*
 | ***Powerful Questioning:**** *Open-ended to help accomplish goal(s)*
* *Solution oriented that help arrive at own solution(s)*
* *New awareness*
* *New action towards accomplishing goal(s)*
 |
| *Evidence:* | *Evidence:* | *Evidence:* |
| ***Debrief Notes:*** *What went well?**What could make it even better?*  |
| **REALITY Planning**  |
| *Planning Notes:*What will you say/do to prompt your partner to analyze data that examines the current reality and performance against goals, including: strengths, challenges, relationships, or underlying dynamics? |
| ***Goal and Reality Practice*** |
| *Practice Notes: B coaches A* | *Practice Notes: A coaches B* |
| *Takeaways:* |

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| **Options** |
| **Explore the Options—**Help your partner generate as many options as possible. *
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| **Brainstorming Options Video** |
|  | ***Look For:*** *Evidence of using the skills of relationship building, active listening, and powerful questioning to brainstorm options* |
| ***Relationship Building:**** *Supporting goal attainment for improving student success and teacher effectiveness*
* *Establishing norms for how you will work together*
* *Creating and maintaining a coaching note taking document*
 | ***Active Listening:**** *Focused attention on words and expressions, recognizing meaning in body language, tone and gestures*
* *Using paraphrasing and summarizing to demonstrate and clarify understanding*
* *Making connections to previous coaching visits*
 | ***Powerful Questioning:**** *Open-ended to help accomplish goal(s)*
* *Solution oriented that help arrive at own solution(s)*
* *New awareness*
* *New action towards accomplishing goal(s)*
 |
| *Evidence:* | *Evidence:* | *Evidence:* |
| ***Debrief Notes:*** *What went well?**What could make it even better?*  |
| **OPTIONS Planning**  |
| *Planning Notes:*What will you say/do to help your partner to brainstorm options before committing to a plan? |
| *\*\*You will practice this plan in a role play after we learn about R-reality. You will practice both Goal and Reality together.* |

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| **Way Forward** |
| **Establishing the way forward—**Get your partner to commit to specific action. *
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| **Establishing the Way Forward Video** |
|  | ***Look For:*** *Evidence of using the skills of relationship building, active listening, and powerful questioning to establish the way forward* |
| ***Relationship Building****:** *Supporting goal attainment for improving student success and teacher effectiveness*
* *Establishing norms for how you will work together*
* *Creating and maintaining a coaching note taking document*
 | ***Active Listening****:** *Focused attention on words and expressions, recognizing meaning in body language, tone and gestures*
* *Using paraphrasing and summarizing to demonstrate and clarify understanding*
* *Making connections to previous coaching visits*
 | ***Powerful Questioning****:** *Open-ended to help accomplish goal(s)*
* *Solution oriented that help arrive at own solution(s)*
* *New awareness*
* *New action towards accomplishing goal(s)*
 |
| *Evidence:* | *Evidence:* | *Evidence:* |
| ***Debrief Notes:*** *What went well?**What could make it even better?*  |
| **WAY FORWARD Planning**  |
| *Planning Notes:*What will you do/say to help your partner create a clear plan for action steps that are high leverage, bite-sized, and achievable with a clear plan for follow up*?* |
| **Options and Way Forward Practice** |
| *Practice Notes: B coaches A* | *Practice Notes: A coaches B* |
| *Takeaways:* |

**GROW Model: Additional Question Prompts**

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| **Goal: Goal setting for the session as well as for the short and long term**  |
| * What is the goal you have set for yourself?
* How will you know you have been successful?  What does “wild success” look and sound like?
* What would you like to get out of this conversation?
* What would be the most helpful thing for you to take away from this conversation?
 | *Notes:*    |
| **Reality:  Reality checking to explore the current situation**  |
| * Talk me through what’s happening now…
* What actions have you taken so far?
* What were the effects of that action?
* What has led up to the situation?
* What barriers or obstacles have you faced?
* What do you feel when…?
* What emotions are you left with when….?
* Can you give me a rating from one to ten for your level of confidence in your ability to…?
 | *Notes:*   |
| **Options:  Options and alternative strategies or courses of action**  |
| * What are your options moving forward?
* What is the best/worst thing about that option?
* What if you had a larger budget?  Larger staff?
* What if you knew the answer?  What would it be?
* What if that obstacle did not exist?  What would you do then?
* How would you rank each of the options from 1-10?
* What might one of your teachers suggest?  One of your students?  Your coach?
* What other approaches might bring you success with this?
* I have another couple of options.  Would you like to have them?
 | *Notes:*   |
| **Way Forward:  What is to be done, When, by Whom, and the Will to follow through**  |
| * What are you going to do?
* When are you going to do it?
* Will this action meet your goal?
* What obstacles might you meet along the way?
* Who needs to know?
* What support do you need?
* How and when are you going to get that support?
* Rate on a scale of 1 to 10 the degree of certainty you have you will carry out the agreed actions.
 | *Notes:*   |

Adapted from *Coaching for Performance* by John Whitmore

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| **OPTIONAL: Putting it all Together: GROW** |
| **GROW Planning and Practice** |
| *Planning Notes:*Review previous notes and incorporate EBIs |
| *Practice Notes: B coaches A* | *Practice Notes: A coaches B* |
| *GROW Takeaways:* |

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| **Journal** |
|  | **Date:** |
| **Facilitator:** |
| **Session Objectives:**Coach their colleagues to set goals, assess current realities, identify options, and plan for a way forward  |
| **Key Ideas** |
| **Takeaways** |
| Goal |
| Reality |
| Options |
| Way Forward |
| **Putting into action** |
| How will you incorporate GROW into your work?  |