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| **Coaching for GROWth** |
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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 to   1. 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**) |  |
| *Notes:* | |

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| **Goal** | | | |
| **Establishing the goal—**Define and agree on the goal or outcome to be achieved. | | | |
| **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. | | | | |
| **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. | | | |
| **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. | | | | |
| **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? | | |