



FLORIDA DEPARTMENT OF  
**EDUCATION**  
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# Building Expertise in Coaching





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# Module 5b

## Coaching Conversations



# Conversations

The implementation of every coaching program begins first with a conversation.

Stephen Barkley, 2005, p153  
*Quality Teaching in a Culture of Coaching*

## Coaching Conversations

Not all conversations are **coaching** conversations

- Conversations are intentional and includes planning ahead of time.
- Conversations focus on the other person's strengths, challenges and attributes they bring to the conversation.
- Purpose of the conversation is to stimulate thinking, growth and change that lead to action.

## 4 Questions for Self-Reflection

1. Did the teacher accomplish his/her goal?
2. Did I accomplish my goal?
3. What did the teacher learn that will make a difference in his/her teaching?
4. What did I learn?

## Effective Feedback

Feedback is one type of coaching conversation.

“Communication is a two-way process that leads to appropriate action... in the context of developing competence, it is not an exaggeration to describe feedback as “the fuel that drives improved performance”.”

Parsloe (1995)

## Levels of Feedback

- Feedback at the TASK level – how well the task is being accomplished or performed – new strategy.
- Feedback at the PROCESS level – specific to the processes underlying the tasks– some degree of proficiency.
- Feedback at the SELF-REGULATION level – ability to self-assess, and self-direct - high degree of proficiency.
- Feedback at the SELF level – least effective level of feedback – rarely about the task – usually about self – “Good job”.

# Austin's Butterfly

<https://vimeo.com/38247060>



## 3 questions

- **Where am I going?**
  - What are my goals, targets and intentions?
- **How am I doing?**
  - What progress am I making toward my goals?
- **Where to next?**
  - What do I need to do to develop a deeper understanding and make better progress?

Effective feedback answers these questions.

## Four Essential Skills

- Committed Listening/Active Listening
  - pay attention to verbal and nonverbal clues
  - focus on the other person
  - invite reflection and dialogue
  - nonjudgmental
  - include times of silence
  - avoid giving advice
- Paraphrasing
  - helps the speaker clarify thinking
  - aligns thinking of both speaker and listener

## Four Essential Skills

- Utilizing powerful, open-ended questions
  - have a positive mindset (presume focus on student learning and achievement)
- Reflecting on Feedback/Response
  - clarify for understanding
  - validate ideas and behaviors
  - give honest and direct comments
  - teacher arrives at own conclusion

adapted from: Cheliotas, L.G. & Reilly, M.F. (2012). *Opening the Door to Coaching Conversations*.

# Coaching Conversations

Confer

[https://www.youtube.com/watch?v=1LuIFV\\_YBkw](https://www.youtube.com/watch?v=1LuIFV_YBkw)

Debrief

[https://www.youtube.com/watch?v=ALJOwA8\\_P\\_k](https://www.youtube.com/watch?v=ALJOwA8_P_k)





## Coaching Conversations

Chose a scenario at your table. Using the information given in the scenario, engage in a coaching conversation with the teacher.

Role play:

1 person take on the role of the coach

1 person take on the role of the teacher

others take on the role of observers – taking notes

## Reflection

Coaching is a conversation directed toward inquiry: the reading coach and teacher are making hypothesis and searching for information. Their greatest source of data are their observations of children as they look for evidence of learning



Carol A Lyons and Gay Su Pinnell, 2001, p 142  
*Systems for Change in Literacy Education*