

# NIUSI-*LeadScape* Guide for Coaching Dialogues



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# Coaching for Inclusive Practices



Focused, cognitive coaching is an integral feature of the NIUSI-*LeadScape* community of inclusive schools.

We know that coaching is integral to effecting substantive, transformative change.

NIUSI-*LeadScape* coaching supports school leaders in their work to lead change, as well as serving as a model for school leaders to coach teachers and staff in implementing inclusive practices.

# Why Guides for Dialogues?



Through NIUSI-*LeadScape* coaching, we are supporting systemic change.

School leaders often engage in coaching in order to respond to a problem or react to a specific incident.

These kinds of conversations are necessary to manage school operations, but they do not address the type of “deep change” necessary to transform school practices to be inclusive of all students<sup>1</sup>.

<sup>1</sup>Marzano, R. J., Walters, T. & McNulty, B.A. (2005). *School Leadership that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

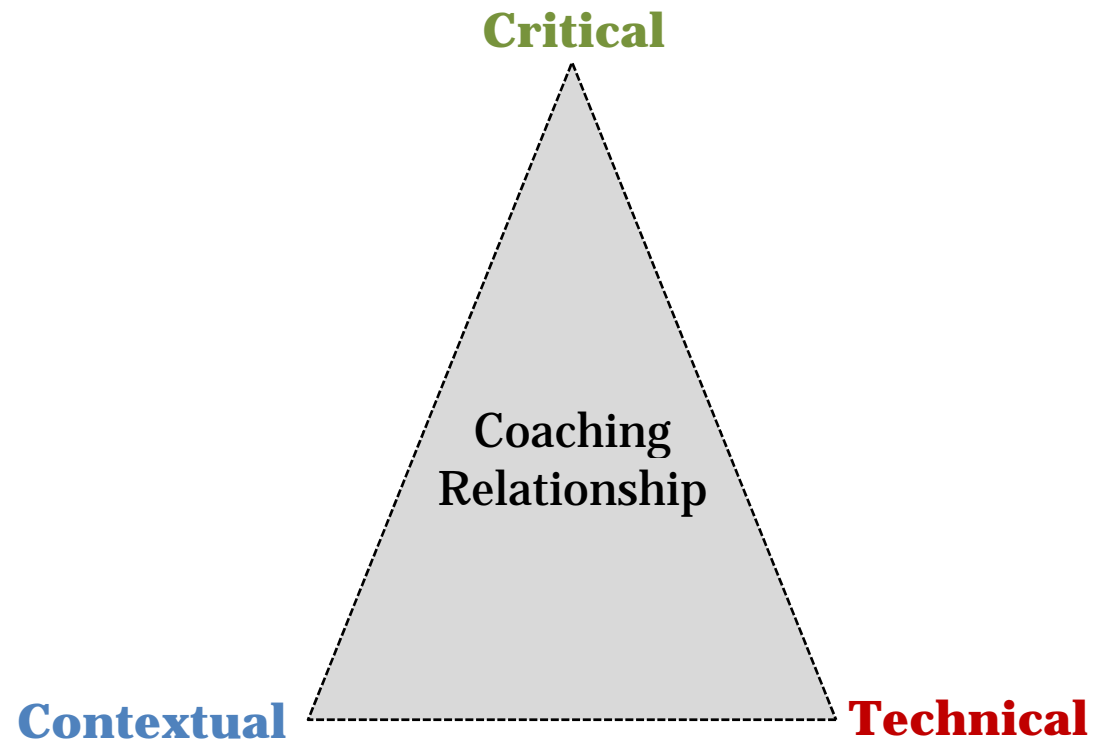
## Why Guides for Dialogues (continued)?



The models and suggested dialogue prompts offered in the *NIUSI-LeadScape Guide for Coaching Dialogues* help coaches **plan** and **structure** coaching dialogues that support educators in challenging beliefs and practices so that substantive change can be implemented.



- Critical prompts guide the coachee to examine her own beliefs and practices in supporting inclusive education.
- Contextual prompts reveal underlying beliefs and cultural practices of a school that can either support or resist inclusive practices.
- Technical coaching conversations support coachees in solving problems of practice in their schools.



## **Three ways of entering coaching discussions**

Critical dialogues examine:

- Power and privilege
- Who benefits from school practices
- How to bring students who may have been marginalized into the “center” of school culture.



**Critical prompts guide the coachee to examine her own beliefs and practices in supporting inclusive education.**

# Example of Critical Prompts



## Suggested prompts for critical approaches:

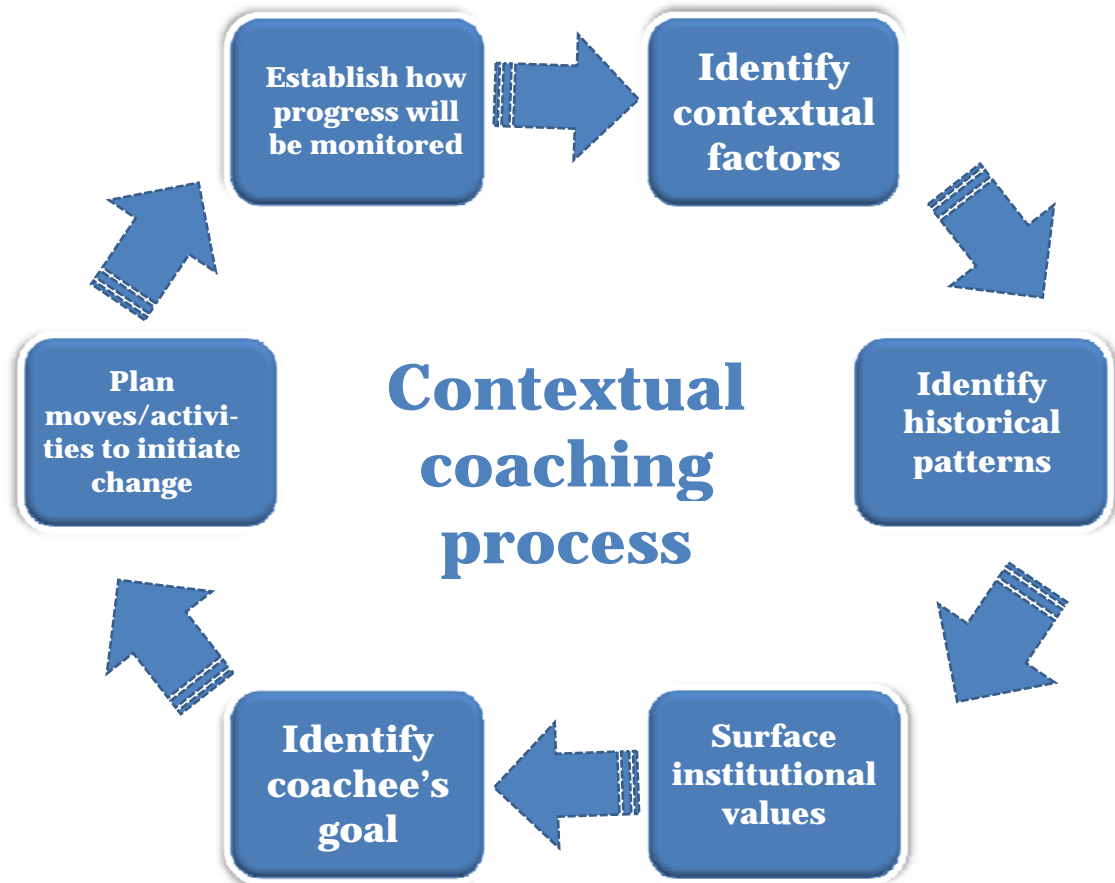
Focus	Guiding prompts	Probe for deeper reflection	Expand awareness	Identify goal	Plan moves	Evaluate progress
Leadership for change	How do you think your leadership style helps to move your team forward in the process of transforming inclusive practices?	Who is benefitting from the ways you're currently serving students?	What are some factors that might be influencing your team members' attitude toward change?	How would you hope to lead your team to move forward in transforming practices?	What are some steps you can take to guide your team members' focus toward empowering marginalized students?	How will you know if the new approach is effective?

***He who cannot change the very fabric of his thought will never be able to change reality, and will, therefore, never make any progress. – Anwar Sadat***



### Contextual prompts:

- Identify contextual factors
- Look at historical patterns
- Surface the values of the school or community
- Work with the coachee to determine goals and actions.



**Contextual prompts reveal the underlying beliefs and cultural practices of a school that can either support or resist inclusive practices.**

# Example of Contextual Prompts



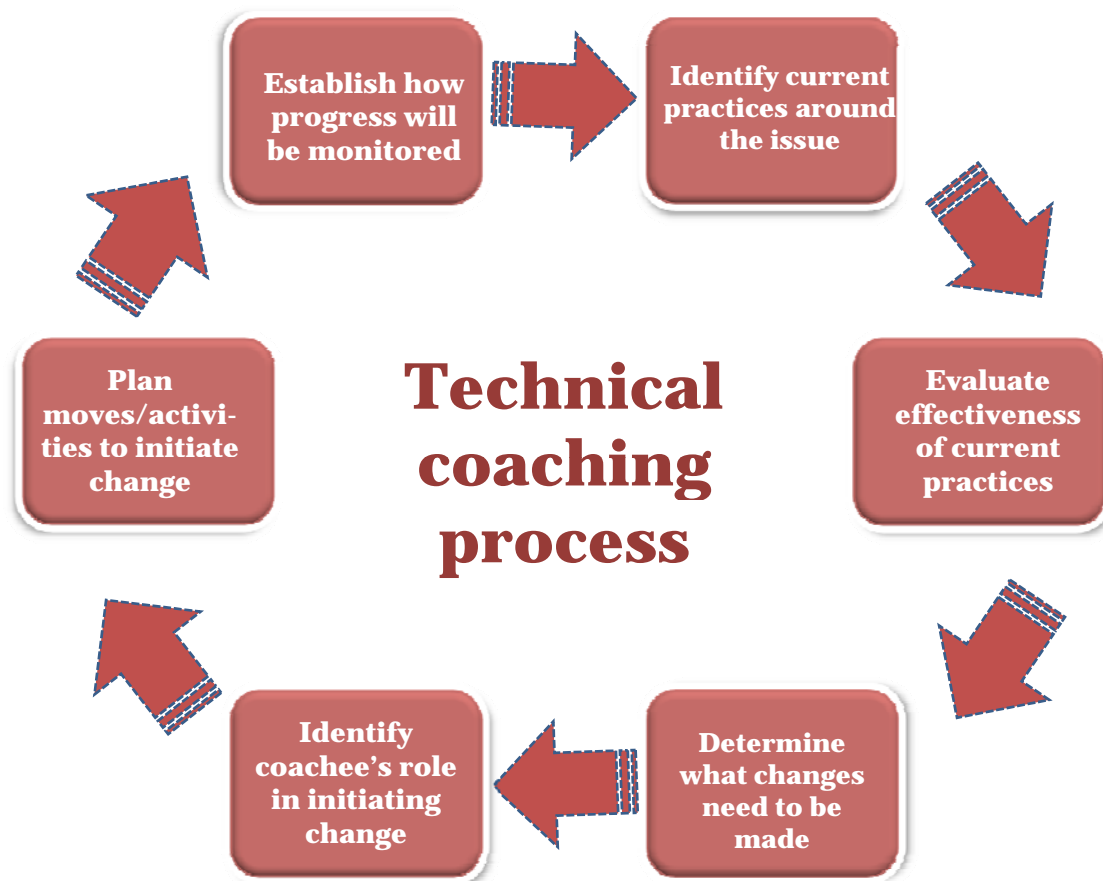
## Suggested prompts for contextual approaches:

Focus	Guiding prompts	Identify patterns	Surface institutional values	Identify goal for change	Plan moves	Evaluate progress
Professional learning	How have team members participated in selecting topics for professional learning?	What are some of the recurring topics that pop up each year?	What do the topic selections tell you about what's important to your peers?	What kinds of topics would you hope the teacher leaders would choose?	What are some strategic actions you could take to bring these topics up?	How will you know if you are influencing teacher leaders' selections?

*We don't see things as they are, we see them as we are.*  
– Anaïs Nin

The technical coaching conversations follow a pattern of:

- Identifying practices related to the issue
- Evaluating how those practices are working
- Determining what needs to change
- Identifying how the coachee will be involved in that change
- Planning activities to make the change
- Establishing how to know if the change is effective



**Technical coaching conversations support coachees in solving problems of practice in their schools.**

# Example of Technical Prompts



## Suggested prompts for technical approaches:

Focus	Identify practices	Evaluate effectiveness	Determine changes	Identify role	Plan moves	Evaluate progress
Difficulty implementing co-teaching practices	In what ways have you ensured that your teaching team works together during shared planning time?	How are your planning sessions helping with differentiating lessons for students?	What procedures need to be established to make these sessions more effective?	What will your role be in establishing these procedures?	What actions are needed?	When and how will you determine if the new procedures are effective?

*The significant problems we face cannot be solved at the same level of thinking we were at when we created them. – Albert Einstein*

# Critical, Contextual, or Technical?

*How are divergent viewpoints typically received in your staff culture?*

*In what ways do you consciously infuse awareness of power and privilege in your team discussions?*

*In what ways are your IEP meetings structured to encourage team discussion and sharing of ideas?*

# Coaching Notes



Coach	<b>Elaine</b>	Date	<b>6/16/09</b>	Coachee	<b>Bob T.</b>	School	<b>Gilbert</b>
1. Items Discussed		2. Status/Progress			Next Steps		
♦ Hot Topic:	<b>Budget cuts</b>	Bob concerned about losing paraprofessional support for inclusion.			Address in team planning week of 8/11/09.		
♦ Focus topic:	Supporting students with severe disabilities in Mathematics classes	Bob concerned that support sometimes looks like "doing for" rather than adapting for students with high needs.			Discuss shared expectations in team meeting, identify shared goal.		
Prompts Used:		Access Points: <i>(Critical, Contextual, Technical)</i>					
In what ways do you and Ms. Fujino communicate to plan for support of your students with high needs?					Contextual, identify context		
What types of support structures do you and Ms. Fujino generally plan for your students?					Contextual, identify patterns		
What do your shared decisions indicate about what your team feels is important for your students to be able to do?					Contextual, surface values		
What priorities would you hope to communicate through your support plans?					Contextual, identify goal		
5. Summary of Issues: A place for your reflections on: 1) the development of inclusive practices in this class; 2) changes in the coachee's understanding of inclusive practices, and 3) The relationships among the coachee and other team members.							
Bob seems frustrated with Ms. Fujino's approach, but hasn't clearly communicated his own high expectations for students with disabilities. He's more comfortable doing it all himself than spending the time to establish common ground with her.							
6. Next Steps:							
Bob will initiate a conversation with Ms. Fujino during Friday's planning time to express his own expectations and hopes for the students and elicit hers in order to establish a common goal.							

***If there is any great secret of success in life, it lies in the ability to put yourself in the other person's place and to see things from his point of view as well as your own. – Henry Ford***

