



## INSPIRING SCHOOL GROWTH AND SUCCESS THROUGH DATA-BASED COACHING

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*With*

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# AGENDA



- What is Instructional Coaching
- How to Build a Culture of Growth
- Using Data to Set Goals
- Building an Action Plan
- The Magic of Reflective Questions and Feedback
- How Can ELCIRMO Support My Plan
- Plan to Put It All Into Practice



## WHAT IS INSTRUCTIONAL COACHING?

- A coach's primary role is working with teachers to build practice and pedagogy with the **goal** of enhancing student growth.
- Supported by individuals who
  - Have teaching experience
  - understand professional development (a CLASS lens is also important).
- Ongoing *consistent* support for the implementation and instruction components and effective interactions.
- It is *nonthreatening* and supportive – not evaluative

## The Key to Working With Adult Learners: Mind the Gap

By Elena Aguilar — February 28, 2018  5 min read

Elena Aguilar

Elena Aguilar, an experienced K-12 educator, trains individuals and teams to build resilient, just communities. She is the author of *The Art of Coaching*, (2013) *The Art of Coaching Teams*, (2016) and *Onward: Cultivating Emotional Resilience in Educators* (2018). She is also the founder of Bright Morning Consulting ([brightmorningteam.com](http://brightmorningteam.com)) and is active on social media.

Whether we're teaching little people, or adults, I think we're all trying to figure out the same thing: How do we get other people to *do something*, stop doing something, or do something different? How do we get kids to write their names at the top of their paper or clean up after themselves or explain their mathematical reasoning? How do we get teachers to try new instructional strategies or stop talking so much or notice their students' strengths?

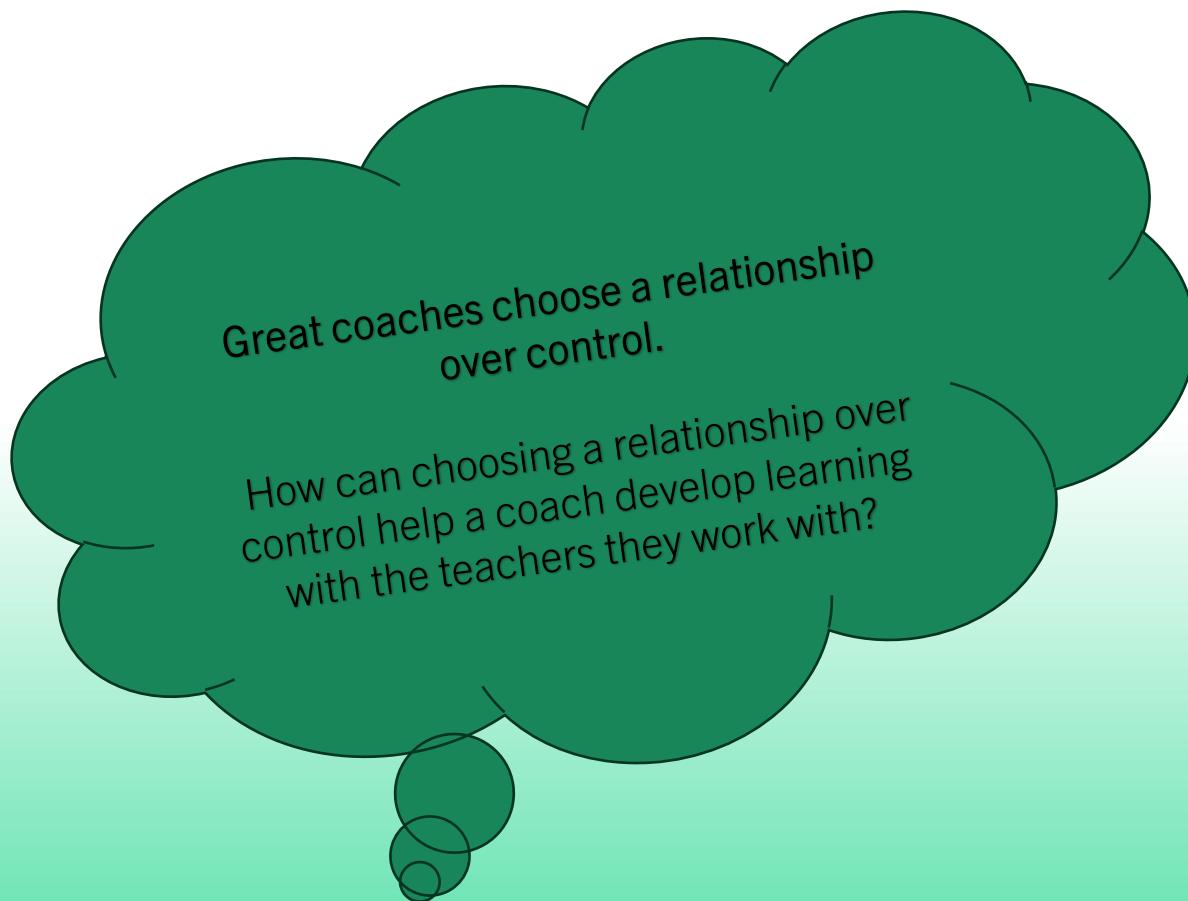
We who work in human development seek to expand someone's *ability* to do something.

The question then is *how*. *How* do we expand someone's ability? How do we get people to do something? The answer to this "how" lies in our analysis of the problem, in how we think about *why* they aren't doing what we think they should do. I'm going to re-share a tool for analysis that can transform your thinking about how to help another person change, learn, or grow (I originally shared this concept here some years ago—and it's worth reading in addition to this

**WE STRONGLY RECOMMEND  
THESE ARTICLES TO ANYONE  
SUPPORTING EDUCATORS!**

# 7 Keys to Effective FEEDBACK

# BEING A SUPPORTIVE COACH TO BUILD A CULTURE OF LEARNING



*Personality attributes are an important factor for any early childhood coach!*

- ❖ Conscientiousness
- ❖ Extroversion
- ❖ Reflective
- ❖ Openness to Experience
- ❖ Emotional Stability

## TOP 5 WAYS TO BUILD A STRONG COACHING PROGRAM THAT WILL LEAD TO SUCCESS

1. Look at the overall data (FAST/CLASS/...)
2. Informal Assessment of Teachers
3. Create an Action Plan
4. Implement a plan for training and individual teachers
5. Use Reflective Questioning and Feedback strategies when coaching



## School Action Plan

### Data Discussion (School Problem Solving Team)

Note trends, successes and growth opportunities across multiple data points:

# ANALYZE DATA

### What trends do you notice?

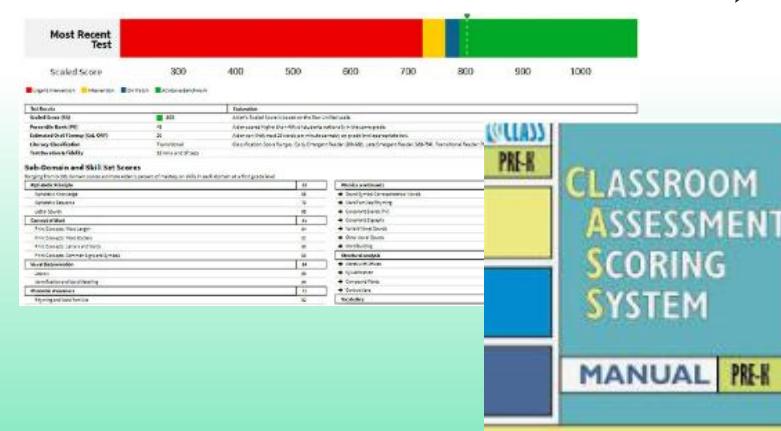
- Think successes school-wide and growth opportunities.

### Are there outliers in the data?

- individual teachers/students show growth opportunities?

School Action Plan Template	
<b>Target:</b> What are you working towards based on growth opportunities?	
<b>Outcomes:</b> When the target is achieved, what will this look like in your school?	

Note  
Here



# INTERVIEW YOUR TEACHERS AND STAFF

TAKE A TOUR, HAVE CONVERSATIONS AND GET A FEEL FOR FEEDBACK AND CONCERN S BEFORE MAKING YOUR FINAL ASSESSMENT



Why might  
this step be  
important?

# MAKE A PLAN FOR GROWTH

- First, what **large group** growth opportunities exist?
- Next, think about **1 teacher**

How is he/she successful in the classroom and how can you help them make these interactions stronger?

Where are his/her growth opportunities?

- Think about the steps in the coaching cycle.
- Make a plan for this teacher's work with you.

School Action Plan		
<u>Data Discussion (School Problem Solving Team)</u> Note trends, successes and growth opportunities across multiple data points: 		
School Action Plan Template		
<b>Target:</b> What are you working towards based on growth opportunities?		
<b>Outcomes:</b> When the target is achieved, what will this look like in your school?		
Training Plan/Professional Development: What trainings are required to help us achieve our Targeted Outcomes?		
Training	Date	Notes (Who will provide training? Is there a cost to anticipate? Are materials needed?..)

# ASPECTS TO CONSIDER WHEN MAKING YOUR ACTION PLAN

- Coaching Cycles- Individual Teachers
  - Joint Planning
  - Observation
  - Action/Practice
  - Reflection
  - Feedback
- Training Plan- Whole Group (Large Group) Needs
  - Create training schedule to promote growth across your school
    - This can focus on academics, effective interactions and/or culture building
  - Coaching cycles will support this work in the classroom

Training Plan/Professional Development: What trainings are required to help us achieve our Targeted Outcomes?		
Training	Date	Notes (Who will provide training? Is there a cost to anticipate? Are materials needed?...)
Coaching Cycle Plan: Which teachers will you focus on, in which area and when?		
Teacher/Coach	Area of Need (You will choose only one per cycle)	Dates
	Strengths:  Growth Opportunities:	
	Strengths:  Growth Opportunities:	

# PLAN FOR THE COACHING CYCLE

## Before the Coaching Cycle

- Explain the Coach's Role
- Explain the Teacher's Role
- Create a **Classroom Goal** Together

## During the Teaching

- Observe and Take Notes
- Or Model for the Teacher Based on the Goal

## After Observation

- Ask Reflective Questions to Guide Conversation
- Provide Teacher with Supportive Materials
- Have Teachers Summarize what they have learned
- Make a Plan for Next Steps



# RESOURCES TO SUPPORT INDIVIDUAL TEACHER COACHING

Practice  
with your  
admin

## Growing Together: *Steps for Coaching Each Other*

- 1. Discuss and record: What is your goal?
  - o Ask open-ended questions like "what would this look like if successful in your classroom?"
  
- 2. What Resources will you need?
  - o Is this an area in which you can assist? Do you have suggestions, or ready-made materials to share?
  
- 3. Co-Plan and try it out together (role play or video).
  
- 4. What was successful? What was challenging?
  
- 5. Next steps:

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Focus Area Dimension, Indicator, Behavioral Marker, Teaching Strategy, etc.	Look For Behaviors to notice/anticipate related to Focus Area
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Notes *What is the teacher saying and doing? How do the students respond?*

What does the data say related to this area? CLASS, Academic, etc.

Reflective Questions:

Put it into  
practice!

# REFLECTIVE QUESTIONS

- Precede feedback to coachee
- Provide context for the coachee to reflect
- Allow coachee to drive the plan through reflection

3 Categories of Reflective Questioning		
Eliciting Information	Shaping Understanding	Pressing for Reflection
<ul style="list-style-type: none"> <li>• What details can you share with me about <u>...?</u></li> <li>• How are the teachers/admin/students doing with ...?</li> <li>• What kind of support do you give the teachers/admin/students during...?</li> <li>• Tell me more about that...</li> <li>• What kind of support do you need from ...?</li> </ul>	<ul style="list-style-type: none"> <li>• How did the (group or person) change during ...?</li> <li>• What changes do you notice with the (group or person) around ...?</li> <li>• Tell me more about that...</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the (group or person) <u>__</u> when you ...?</li> <li>• What will you change about...?</li> <li>• How will you work with your <u>__</u> this week <u>to</u>...?</li> </ul>

LASTINGER EARLY LEARNING COACHING CERTIFICATION PROGRAM  
Changing the Conversation in the Workplace:  
How to Use the ORID Method With a Coachee

Coaches can apply the ORID method during strategic planning or reflective conversations. The structured process of this method is its strength, so it's important that the questions are asked according to the ORID sequence. A coach may want to explain the purpose and outline the stages, both to help coachee stay on task and learn a process they can use ideally, questions are:

- prepared in advance
- relevant to the topic of the conversation
- open-ended
- specific to the situation or coachee's context
- sequenced (i.e., start with easy questions)

Choosing approximately 3-5 questions for each level, can facilitate a focused conversation.

Q	W	T
O	R	I
R	D	P
<ul style="list-style-type: none"> <li>• What do you see?</li> <li>• What stands out?</li> <li>• What happened?</li> <li>• What phrases or words caught your attention?</li> </ul>	<ul style="list-style-type: none"> <li>• What does this remind you of?</li> <li>• How does it make you feel?</li> <li>• Where were you surprised?</li> <li>• Where did you struggle?</li> </ul>	<ul style="list-style-type: none"> <li>• What is happening here?</li> <li>• What is this all about?</li> <li>• What does this mean?</li> <li>• What are you learning from this?</li> </ul>
<ul style="list-style-type: none"> <li>• How will you respond?</li> <li>• What action does this call for?</li> <li>• What are the next steps?</li> <li>• What are you committed to doing?</li> </ul>	<ul style="list-style-type: none"> <li>• Allows the coachee to make sense of first 2 levels</li> <li>• Provides a space for higher-order thinking</li> <li>• Surfaces options or alternatives</li> <li>• Reflects varied points of view and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Moves conversation towards action</li> <li>• Applies new learning and/or positive outcomes</li> <li>• Supports implementation based on conscious choices</li> <li>• Makes the conversation relevant for the future</li> </ul>
<ul style="list-style-type: none"> <li>• Asking closed or non-specific questions</li> <li>• Not fully focus for the conversation</li> <li>• Ignoring objective questions because they are too trivial</li> </ul>	<ul style="list-style-type: none"> <li>• Limiting the conversation to likes/dislikes</li> <li>• Not providing a space to connect with the topic on a personal level can lead to frustration</li> </ul>	<ul style="list-style-type: none"> <li>• Offering interpretations and prescriptions for change</li> <li>• Judging responses as right or wrong</li> </ul>

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# THE POWER OF FEEDBACK



- ★ • **+Informative**: sharing information with teacher directly related to their own observation, action, reflection or direct question.
- ★ • **+Affirmative**: result of active listening and provides noncommittal acknowledgement that you hear and understand what the teacher is saying without agreeing, disagreeing or making any other type of judgment.
- ✗ • **-Evaluative**: includes a judgment of what the coach sees the teacher doing or what the coach hears the teacher report. This includes praise, encouragement and positive reinforcement.
- ✗ • **-Directive**: telling a teacher what to do and inconsistent with best practice!

## IF WE HAVE TIME - REVISIT YOUR ACTION PLAN

Now that we know more about **reflective questions and feedback**, how will you plan differently for teacher coaching cycles?

Take out your action plan and add, edit, revise as needed.

LaRhonda and I will use any remaining time to support you. If this is a goal for your school, reach out for planning and implementation support.





THANK YOU FOR JOINING US TODAY FOR *INSPIRING SCHOOL  
GROWTH AND SUCCESS THROUGH DATA-BASED COACHING!*

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