COACHING AND MENTORING: How and where to begin utilizing available resources

JANET HUMPHRYES, M.A.
SHERRI DRAKE, M.A.
FHI 360
OBJECTIVES

- Learn strategies for establishing boundaries and using clear communication skills within the supervisor/supervisee relationship.
- Examine approaches to establishing center-wide and/or grantee-wide learning communities.
- Review of Reflective Supervision, Reflective Practices, Peer-Mentoring, Practice-based Coaching (PBC) and Teachers Learning and Collaborating (TLC).
- Create a sample coaching plan that can be easily implemented and managed.
Educational Kinesiology

BRAIN GYM ® Morning Routine

Cross Crawl  Thinking Caps  Positive Points

Zip Up  Hook Ups  Water

Photos © Nicole Simpkins
<table>
<thead>
<tr>
<th>SETTING A BOUNDARY IS NOT:</th>
<th>SETTING A BOUNDARY IS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a threat</td>
<td><em>Communicating clearly what the consequences will be if the other person continues to treat us in an unacceptable manner.</em></td>
</tr>
<tr>
<td>An attempt to control</td>
<td><em>Defining ourselves &amp; what is acceptable to us - a major step in taking control of what we can in how we allow others to treat us, &amp; in taking responsibility for our self and our life.</em></td>
</tr>
<tr>
<td>A more sophisticated way manipulation</td>
<td><em>A letting go of the outcome</em></td>
</tr>
</tbody>
</table>
Boundary issues can be at both ends of the spectrum

WHERE DO YOU HAVE A TENDENCY TO BE?

Under involvement

ZONE OF HELPFULNESS

Over involvement

Adapted from NCSBN 1996
IT'S ALL ABOUT BALANCE!
SETTING LIMITS WITHOUT DAMAGING RELATIONSHIPS

- Establish clear expectations and limits at the beginning of the relationship and consistently follow through with limits set.

- Request specific changes when you have yet to see any:
  - FIRST seek to understand
  - Firmly specify the change you need to see
  - Require changes in performance levels & clarify consequences
  - Offer support
  - Conclude with a positive statement

- Stay focused on the outcome of strengthening the relationship AND getting done what you are accountable to get done.
COMMUNICATE HOW YOU FEEL IN A FIRM AND COMPOSED MANNER:

- **When you . . . . .**
  - Describe specific behavior versus interpreting assumptions about what the behavior means.

- **I feel . . . . .**
  - Express emotions in a healthy and honest way.

- **I need . . . . .**
  - Describe the kind of behaviors that would give you the message that you want from the other person.
BARRIERS TO RESPECT OF SELF AND OTHERS

- Perceptions are so real
- We have each woven our own perceptions based on past experiences...
- Culture, choice, and belief system – all fit into your perception of things – they feed the perception and are a reflection of it
Purpose of Coaching Relationship:
Intended Outcomes:
Expectations of Coach:
Expectations of Coachee:
Coach and Coachee will meet on/at:
Logistical issues:
Terms of the relationship: *Example*

<table>
<thead>
<tr>
<th>GROUND RULE</th>
<th>Initial</th>
<th>Initial</th>
<th>GROUND RULE</th>
<th>Initial</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being on time</td>
<td></td>
<td></td>
<td>Being respectful at all times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling if delayed</td>
<td></td>
<td></td>
<td>Maintaining confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staying present and focused at meeting</td>
<td></td>
<td></td>
<td>Commitment to resolving difficulties as they arise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Short Term Goals:**

**Long Term Goal(s):**

Coachee Date Coach Date
Practice establishing a Relationship Agreement with a group near you.

Have 2 people volunteer to role play as though one of you is the coach/supervisor and one the coachee/supervisee.

Dialogue with the group how it went.
When you come back we’ll focus on:

- Communication Strategies
- Establishing learning communities;
- Looking at Reflective Supervision, Reflective Practices, Peer-Mentoring, Practice-based Coaching (PBC) and Teachers Learning and Collaborating (TLC)
- Creating a sample coaching plan that can be easily implemented and managed
NAEYC CODE OF ETHICAL CONDUCT

- **Ethical Responsibilities to Children**
  - Provide care & education in settings that are safe, healthy, nurturing, and responsive for each child.
  - Support children’s development and learning.
  - Help children learn to live, play & work cooperatively, and respect individual differences.
  - Promote children’s self-awareness, competence, self-worth, resiliency, and physical well-being.

- **Ethical Responsibilities to Families**

- **Ethical Responsibilities to Colleagues**

- **Ethical Responsibilities to Community & Society**
Communication
OF WHAT IS COMMUNICATED:

- 7% comes from our words
- 55% comes from our body language
- 38% comes from our tone

Therefore, 93% of communication is implied and interpreted.

ACTIVITY:
“I didn’t say you had an attitude problem.”
ATTENDING

Nonverbal Components
- Posture
- Gesture
- Muscle tension
- Facial expression
- Breathing

Verbal Components
- Intonation
- Pitch
- Pace
- Volume
- Words

Mirroring
Rapport
Attunring
LISTENING

- Coming present (attending)
- “Neutral” – *Institute of HeartMath*
- “Deep Heart Listening” – *Institute of HeartMath*
  - Word level – what is actually said
  - Feeling level – the feelings or frequencies behind the words
  - Essence level – the real meaning
PAUSING

PROVIDE SPACE FOR THINKING

- Pause... after asking a question
- Pause ... after a response
- Pause... before your response
What risk would you take if you knew you could not fail?
THE POWER OF QUESTIONS

- Questions that cause thinking produce more learning than do statements
- The best questions prompt thinking from multiple perspectives
- Rich thinking questions help coachees:
  - Regard their work in greater detail
  - Make better decisions
  - Use more flexible thinking
  - Reflect on their perceptions and assumptions

NSDC Coaches Academy, Poudre School District, 2009
WHAT IS A POWERFUL QUESTION?

- Open-ended
- Judgment-free
- Uses explorative language
- Spoken with an open, approachable voice
- Invites thinking

NSDC Coaches Academy, Poudre School District, 2009
Planning Conversations answer the following powerful questions:

- What are your goals?
- How will you know if you are successful?
- What might be some approaches you’ve considered?
- What is critical for you to pay attention to in yourself?
- How has this conversation supported your learning?
Reflective Conversations answer the following powerful questions:

- How did it go?
- How will your learning impact your next lesson?
- How will you make sure you apply your new learning?
- How has this conversation supported your learning?
TYPES OF LEARNING COMMUNITIES

- Dialogue
- Facilitated Dialogue
- Learning Communities
- Communities of Practice
Reflective practices

Peer-Mentoring

Coaching

Practice-based coaching (PBC)

Teachers Learning and Collaborating (TLC)

Reflective Supervision
is a relationship-based process where relationships are valued as a foundation for doing business and supported by the organizational structure, mission, and supervisory style.

is a strength-based approach designed to encourage learning through thoughtful observation of oneself and others.

focuses on the goal of assuring that staff’s work is of the highest possible quality and program outcomes are met.
BUILDING BLOCKS OF REFLECTIVE SUPERVISION

- **Reflection**
  - Requires a foundation of acceptance and trust.
  - Creates an environment where people do their best thinking.
  - Involves regular dialogue with prompt, clear honest feedback.

- **Collaboration**
  - Allows staff to express interest in taking on new tasks.
  - Offers chance to learn from and teach staff.
  - Provides opportunities to share decision making and cultivate leadership.

- **Regularity**
  - Scheduled with sufficient time. More frequent at beginning.
Enhanced organizational capacity to use the principles of relationship-based practice to provide the highest quality services to young children.

Enhanced individual capacity to be self-aware, self-regulating and reflective.

Sustained performance, competence and confidence to engage in reflection on actions, self-correction and generalization of new knowledge, skills and strategies to other situations as appropriate.

ULTIMATE GOAL:

Rush & Sheldon, 2011
COACHING BENEFITS

- Promotes the ability to reflect on action
- Supports learning
- Increases competencies (knowledge, self knowledge, attitudes and skills)
- Stimulates one’s ability to generalize new skills and knowledge to other situations
- Allows the staff person to experience the relationship that she is expected to provide for children and families – Parallel Process!
Practice-Based Coaching is a *cyclical process* for supporting teachers’ use of effective *teaching practices* that lead to positive outcomes for children. The coaching-cycle components are:

1. **Planning goals and action steps,**
2. **Engaging in focused observation,** and
3. **Reflecting on and sharing feedback** about teaching practices. *Practice-Based Coaching* occurs within the context of a *collaborative partnership.*
PRACTICE-BASED COACHING FRAMEWORK

Collaborative Coaching Partnerships

Effective Teaching Practices

Shared Goals and Action Planning

Focused Observation

Reflection and Feedback
WHAT ARE TLCs?

- Specific model of delivering PBC
- Structured and facilitated work groups of teachers supporting teachers
- Non-evaluative
- Scalable, sustainable, and cost effective
KEY FEATURES OF TLCs

- Ongoing process
- Structured
- Specific tools/strategies
- Use of video
- Support from multiple sources
- Individualized content
Utilizing the resources you have available at your program, create a sample coaching plan that can be easily implemented and managed. (Use the Coaching Plan format on your handout.)
Questions

Contact Information:
- Janet Humphryes: jhumphryes@fhi360.org
- Sherri Drake: sdrake@fhi360.org
COACHING AND MENTORING: How and where to begin utilizing available resources
Janet Humphries, M.A. & Sherri Drake, M.A. ECE Specialists, FHI 360 AIAN Head Start Region XI T/TA
NIHSDA Conference, June 2015, Sacramento, CA

EXAMPLES of EFFECTIVE LEARNING FORMATS

Dialogue
An exchange of ideas & opinions

Facilitated Dialogue
A conversation between 2 or more individuals or groups in which a facilitator helps participants engage in productive conversation regarding issues of mutual concern.

Learning Communities
A group of people who share common emotions, values or beliefs & are actively engaged in learning together from each other.

Communities of Practice
A group of people who share a concern or passion for something they do & learn how to do it better as they interact regularly. Through the process of sharing information & experiences with the group, the members learn from each other, & have an opportunity to develop themselves personally and professionally.

http://www.orthopaedicsone.com/display/Main/Community%2Bof%2BPractice

<table>
<thead>
<tr>
<th>ACTIVITIES/STRATEGIES to address identified issues/concerns</th>
<th>STAFF RESPONSIBLE</th>
<th>RESOURCES I TO SUPPORT ACTIVITIES</th>
<th>TIMELINE: 1. Target 2. Actual Complete</th>
<th>EVALUATION: Evidence of Success</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine:</td>
<td></td>
<td>Program/Classroom Data</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Methodology to implement</td>
<td></td>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Data to use to create goals and evaluate the experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Budget for coaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Record Keeping &amp; Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development needed:</td>
<td></td>
<td>Budget Time Facilitators of Learning</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personal/Professional Boundaries Code of Ethical Conduct</td>
<td></td>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ratio of coach to coachee (1-6) to support teaching practice improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| http://www.orthopaedicsone.com/display/Main/Community%2Bof%2BPractice |
Relationship Agreement

Purpose of Relationship:

Intended Outcomes:

Expectations of (Coach/Supervisor):

Expectations of (Coachee/Supervisee):

Coach/Supervisor and Coachee/Supervisee will meet on/at:

Logistical issues: Examples:
- Frequency, location and timeframes of meetings
- What will occur if a call must be changed by either person
- Scope of issues to be addressed at the meeting
- Identification of strengths and needs

Terms of the relationship: Examples:

<table>
<thead>
<tr>
<th>GROUND RULE</th>
<th>Init</th>
<th>Init</th>
<th>GROUND RULE</th>
<th>Init</th>
<th>Init</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being on time</td>
<td></td>
<td></td>
<td>Being respectful at all times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling if delayed</td>
<td></td>
<td></td>
<td>Maintaining confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staying present and focused at meeting</td>
<td></td>
<td></td>
<td>Commitment to resolving difficulties as they arise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Short Term Goals:

**GOAL #1:**

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Resources Needed</th>
<th>Dates: 1. Target Completion</th>
<th>Evaluation: Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL #2:**

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Resources Needed</th>
<th>Dates: 1. Target Completion</th>
<th>Evaluation: Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

# Long Term Goal(s): Example: Gain time management skills OR Learn how to care for self so can care for others.

**GOAL #1:**

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Resources Needed</th>
<th>Dates: 1. Target Completion</th>
<th>Evaluation: Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Coachee/Supervisee**  Date  **Coach/Supervisor**  Date