

# CITY YEAR/EGC NETWORK FOR SCHOOL IMPROVEMENT EQUITABLE COACHING FRAMEWORK

## Overview

This document will overview the coaching process and protocols used to support the equitable coaching of adult learners and teams participating in the Network for School Improvement.

## EQUITABLE COACHING FRAMEWORK

<p><b>C</b></p>	<p><u>C</u>ontextualize Before During</p>	<p>To ensure equity in your coaching of school staff, you must first do the work of understanding both where you are as a coach, and where the staff member is in the work. Do this by first asking yourself:</p> <ul style="list-style-type: none"> <li>• How have I engaged with this person in the past and what is the status of our relationship?</li> <li>• How am I similar or different to this person across issues of identity and values and how might that impact my coaching?</li> <li>• What are my biases or blind spots that could impact how I coach and support this person?</li> </ul> <p>Then by understanding where the staff member is by asking questions that:</p> <ul style="list-style-type: none"> <li>• Help you contextualize where the person is in their work and where they want to go</li> <li>• Help you contextualize whether this person is ready for coaching</li> </ul>
<p><b>L</b></p>	<p><u>L</u>ean In During</p>	<p>After contextualizing where you are and where the staff member is in the work, you now lean in and empathize with the staff member on the issues they are experiencing to understand more. In learning in, your goal is to ensure equitable coaching by using <b>active listening</b> and <b>probing</b> and <b>clarifying</b> questions to understand the <b>root cause issue area</b> on which the staff member should be coached.</p>
<p><b>E</b></p>	<p><u>E</u>mpathize During</p>	<p>In empathizing with the staff member, your goal is to determine the type of <b>barrier</b> and <b>coaching stance</b> you will use with the staff member to support them in addressing the <b>root cause issue area</b>.</p> <p><i>Ultimately, equitable coaching relies on you listening and asking enough probing and clarifying questions to fully understand the root cause issue area the staff member is facing.</i></p>
<p><b>A</b></p>	<p><u>A</u>lign<sup>1</sup> During</p>	<p>When you have clarity around the <b>root cause issue area</b> and the <b>barrier</b> and <b>coaching stance</b> you want to use as a coach, it's now time to leverage the <b>coaching stance</b> to align with the staff member on a plan to address the issue that needs coached. To accomplish this, you'll need to:</p> <ul style="list-style-type: none"> <li>• Use the appropriate <b>coaching stance</b> to align with the staff member on the <b>root cause issue area</b></li> <li>• Form a shared goal about what you want to change about the <b>root cause issue area</b></li> <li>• Determine what steps you and the staff member will take to change the <b>root cause issue area</b></li> </ul>
<p><b>R</b></p>	<p><u>R</u>eflect After</p>	<p>At the end of the coaching process, reflect using questions like:</p> <ul style="list-style-type: none"> <li>• What was my presence during the coaching session? Did I actively listen and ask enough questions?</li> <li>• What coaching stance did I take and does it feel like the right choice given the experience?</li> <li>• Does the staff member have the right amount of support to achieve the goals we set together? If not, what else can I do to support them?</li> <li>• What new information did I learn about the staff member that I should consider in future coaching conversations?</li> </ul>

<sup>1</sup> In the change idea CLEAR framework, the "A" is advocate. In coaching, equity requires alignment between the coach and the staff member.

C	Contextualize Before During	Stems for Contextualizing <sup>2</sup> What's happening... Help me understand... Tell me more about that... Let me make sure I understand what you are saying... I'm curious about... Could you describe further... Thank you for sharing your thoughts. Can you tell me more about...?							
		L	Lean In During	Stems for Active Listening So In other words, ... What I'm hearing, then... Is that correct? What I hear you saying is... Am I missing anything? I'm hearing many things... As I listen to you, I'm hearing... Is there anything else you feel I should know?	Stems for Probing What's another way you might...? What would it look like if...? What do you think would happen if...? How was...different from (or similar to) ...? What's another way you might...? What sort of an impact do you think...? What criteria do you use to...? When have you done something like...before? What do you think...? How did you decide... (come to that conclusion)?	Stems for Clarifying Let me see if I understand... I'd be interested in hearing more about... It would help me understand if you'd give me an example of... So, are you saying/suggesting...? Tell me what you mean when you... Tell me how that idea is like (or different from) ... To what extent is...? I'm curious to know more about... I'm intrigued by... I'm interested in... I wonder...			
E	Empathize During						A	Align During	Barriers:
		Stances:	Directive (technical, coach led) Prescriptive – Giving Direction/Advice Informative – Giving Information/Knowledge Confronting – Raising Awareness/Challenging			Facilitative (adaptive, staff led) Cathartic – Release of Emotions Catalytic – Promoting Self-Learning/Discovery Supportive – Building Self-Esteem & Confidence			
R	Reflect After	<ul style="list-style-type: none"> <li>• What was my presence during the coaching session? Did I actively listen and ask enough questions?</li> <li>• What coaching stance did I take and does it feel like the right choice given the experience?</li> <li>• Does the staff member have the right amount of support to achieve the goals we set together? If not, what else can I do to support them?</li> <li>• What new information did I learn about the staff member that I should consider in future coaching conversations?</li> </ul>							

<sup>2</sup> Stems adapted from: Elena Aguilar, The Art of Coaching: Effective Strategies for School Transformation. Jossey-Bass, 2013.

### AREAS FOR COACHING SUPPORT – WITHIN THE SCHOOL<sup>3</sup>

Root Cause Issue Area	Definition	Core Parameter Alignment
1. School Leader Participation & Engagement	School leader is leading the NSI at school, they have been responsive to communication from NSI director, have identified potential members of their team and can articulate next steps and vision for NSI in school context	1: An Understanding of the Problem 2: A Clear and specific Aim
2. Team Formation	School NSI team has formed and it includes the adequate people, such as a parent representative and student representatives.	1: An Understanding of the Problem 2: A Clear and specific Aim 5: Collaborative and Diverse Teams
3. Team Engagement & Progress Monitoring	NSI team has found time to meet and progress monitor their change idea, they are keeping track of progress and meets regularly to discuss data and change idea progress.	3. Equity Centered Theory of Improvement 4. Disciplined Inquiry Cycles 6. Use of Relevant Data & Research
4. Change Ideas	NSI team has chosen a change idea that is small enough and can be implemented in their school context. The change idea can be tracked and artifacts can be shared.	3. Equity Centered Theory of Improvement 6. Use of Relevant Data & Research
5. Spread	NSI team has tested their change ideas and can begin spreading to other classrooms/grades. They have a plan for spread and implementation.	3. Equity Centered Theory of Improvement 4. Disciplined Inquiry Cycles 6. Use of Relevant Data & Research

### AREAS FOR COACHING SUPPORT – WITHIN THE NETWORK<sup>4</sup>

Root Cause Issue Area	Definition	Core Parameter Alignment
1. Network Participation & Engagement	School NSI team participates and engages in Network convenings and opportunities that are provided to the school.	1: An Understanding of the Problem 2: A Clear and specific Aim 3. Equity Centered Theory of Improvement
2. Sharing Learnings with Schools	School NSI team compiles and documents learnings to share with other schools at key network events, and seeks out other opportunities to share outside of learning sessions	4. Disciplined Inquiry Cycles 5: Collaborative and Diverse Teams 6. Use of Relevant Data & Research
3. Learning from other Schools	School NSI team engages other schools on their learnings and adapts practices or ideas based on learnings	4. Disciplined Inquiry Cycles 5: Collaborative and Diverse Teams 6. Use of Relevant Data & Research
4. Learning from Improvement Advisors	School NSI team seeks guidance and coaching from improvement advisors at relevant moments during and outside of learning sessions.	4. Disciplined Inquiry Cycles 5: Collaborative and Diverse Teams 6. Use of Relevant Data & Research

<sup>3</sup> These areas are sourced from the School Health Survey that schools complete each month.

<sup>4</sup> These areas are sourced from the CY/EGC adapted version of the Network Health Survey, administered at each Learning Session.

## COACHING BARRIER & STANCE OVERVIEW

### Barriers

Barrier Type	Definition & Example	Common Coaching Stances
Will	When the person being coached lacks the relevant mindset(s) to change.  <b>Example:</b> The person does not want students or parents on their improvement team, though this feels critical to coach in service of equity.	Confronting, Catalytic
Skill	When the person being coached lacks the skill to change.  <b>Example:</b> The person wants to collect change idea data, but does not know the right process to use without more guidance.	Prescriptive, Informative, Confronting
Knowledge	When the person being coached lacks the knowledge to change.  <b>Example:</b> The person wants to leverage PDSA cycles, but doesn't know enough information about the steps in the process.	Prescriptive, Informative, Confronting
Capacity	When the person being coached lacks the time and/or resources to change.  <b>Example:</b> The person wants to implement a specific change idea, but does not have the time to implement the change idea effectively	Cathartic, Catalytic, Supportive
Emotional Intelligence	When the person being coached lacks the management or understanding of emotions to change.  <b>Example:</b> The person states they want an equitable team, but creates conflict when bringing in other members of staff	Confronting, Prescriptive, Catalytic

### Coaching Stances

Coaching Stance	When?	Skills	Traps
Cathartic (Facilitative/Adaptive)	When learner is frustrated or demotivated, or angry	Active listening, empathy, questioning	Talking too much, going too deep, denying or criticizing feelings, sympathizing too quickly.
Catalytic (Facilitative/Adaptive)	When person being coached needs to be motivated or needs a deeper level of understanding	Lots of questions, reflecting, provoking curiosity, listening, silence	Closed questions, being prescriptive, following your curiosity, too much structure
Supportive (Facilitative/Adaptive)	When person being coached needs to be encouraged or rewarded for success	Expressing gratitude, showing confidence, sharing your mistakes, encouraging respect	Patronizing, overdoing it, sending mixed signals
Confrontational (Directive/Technical)	When person being coached needs to see consequences of actions, rethink assumptions, or is unaware of others' perceptions	Direct questions, constructive feedback, challenging excuses	Punishing, making character judgments, confronting on trivial issues, creating win/lose outcomes
Informative (Directive/Technical)	When person being coached needs to understand information and coach has experience to share.	Presenting information, checking for understanding, inviting questions	Overloading, jargon, not giving the "why", not structuring information
Prescriptive (Directive/Technical)	When person being coached is unable to direct their own learning.	Giving clear instructions, motivating, explaining "why"	Giving unwanted advice, taking over, imposing solutions, creating dependency.

# COACHING TEMPLATE

Date: \_\_\_\_\_ School: \_\_\_\_\_ Staff: \_\_\_\_\_

## Contextualize

Reflections on myself going into Coaching:
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Previous Coaching Conversation Context (if applicable)
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Current Coaching Context
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## Lean in & Empathize

Documents/Data Referenced
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Probing & Clarifying Questions & Responses
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Root Cause Coaching Area (Circle One)	
Within the School	Within the Network
1. School Leader Participation & Engagement	1. Network Participation & Engagement
2. Team Formation	2. Sharing Learnings with Schools
3. Team Engagement & Progress Monitoring	3. Learning from other Schools
4. Change Ideas	4. Learning from Improvement Advisors
5. Spread	Other:

Specifics of Root Cause Coaching Issue:

**Align (Circle Where Applicable)**

<b>Barriers:</b>	<b>Will</b> (mindsets)	<b>Skill</b> (know-how)	<b>Knowledge</b> (content understanding)	<b>Capacity</b> (time/resources)	<b>Emotional Intelligence</b> (seeing/understanding emotion)
<b>Stances:</b>	<b>Directive (technical, coach led)</b> Prescriptive – Giving Direction/Advice Informative – Giving Information/Knowledge Confronting – Raising Awareness/Challenging			<b>Facilitative (adaptive, staff led)</b> Cathartic – Release of Emotions Catalytic – Promoting Self-Learning/Discovery Supportive – Building Self-Esteem & Confidence	

Coaching Stance Questions Used & Answers

Shared Goal

Action Steps

**Reflection**

- What was my presence during the coaching session? Did I actively listen and ask enough questions?
- What coaching stance did I take and does it feel like the right choice given the experience?
- Does the staff member have the right amount of support to achieve the goals we set together? If not, what else can I do to support them?
- What new information did I learn about the staff member that I should consider in future coaching conversations?

## COACHING STANCE STEMS

<b>FACILITATIVE/ADAPTIVE</b>	<b>DIRECTIVE/TECHNICAL</b>
<p><b>Cathartic</b></p> <ul style="list-style-type: none"> <li>• I'm noticing that you're experiencing some feelings. Would it be OK to explore those for a few minutes?</li> <li>• What's coming up for you right now?</li> <li>• Would you like to talk about your feelings?</li> <li>• Wow. I imagine I'd have some emotions if that happened to me.</li> <li>• Are you experiencing strong feelings?</li> </ul>	<p><b>Informative</b></p> <ul style="list-style-type: none"> <li>• There's a useful book on that topic by...</li> <li>• An effective strategy to ___ is...</li> <li>• You can contact ___ in ___ for that resource...</li> <li>• I will be in touch about that.</li> <li>• _____ is very effective at that skill; maybe you could observe them.</li> </ul>
<p><b>Catalytic</b></p> <ul style="list-style-type: none"> <li>• Tell me about a previous time when you... How did you deal with that?</li> <li>• I hear you're really struggling with... How do you intend to start?</li> <li>• It sounds like you're unsatisfied with... What would you do differently next time?</li> <li>• You've just talked about five different things you want to work on this week. The last thing you mentioned is... How important is this to you?</li> <li>• How do you want your team to remember you?</li> <li>• How do you want to remember this time or situation in fifteen years?</li> <li>• Who do you want to be in this situation?</li> </ul>	<p><b>Confrontational</b></p> <ul style="list-style-type: none"> <li>• Would you be willing to explore your reasoning (or assumptions) about this?</li> <li>• I'd like to ask you about... Is that okay?</li> <li>• What's another way you might...?</li> <li>• What would it look like if...? Is there any other way to see this situation?</li> <li>• What do you think would happen if...?</li> <li>• What sort of an effect do you think...would have?</li> <li>• I'm noticing (some aspect of your behavior) ...What do you think is going on?</li> <li>• What criteria do you use to...?</li> <li>• Who do you want to be in this situation? How do you want to show up?</li> <li>• How do you want others to see you in this situation?</li> </ul>
<p><b>Supportive</b></p> <ul style="list-style-type: none"> <li>• I noticed how when you...the team really... (To identify something that worked and why it worked)</li> <li>• It sounds like you have a number of ideas to try out! It'll be exciting to see which works best for you!</li> <li>• What did you do to make the lesson so successful?</li> <li>• I'm interested in learning (or hearing) more about...</li> <li>• Your commitment is really inspiring to me.</li> <li>• It sounds like you handled that in a very confident way.</li> <li>• You did a great job when you...</li> <li>• I'm confident that you'll be successful.</li> </ul>	<p><b>Prescriptive</b></p> <ul style="list-style-type: none"> <li>• I would like you to discuss this issue with your supervisor.</li> <li>• You need to know that the policy is...</li> <li>• Have you talked to ___ about that yet? Last week you said you planned on doing so.</li> <li>• Would it be ok if I share some advice that I think might help you? You're welcome to take it or leave it, of course.</li> <li>• I'd like to suggest...</li> </ul>