Improving Practices with High Quality Training & Coaching

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4 Objectives

1. To describe the ways training and coaching support improved practice.
2. To describe the key components of designing and delivering effective training and coaching.
3. To describe why coaching is essential for changing practice.
4. To begin a plan for reviewing current training and coaching approaches and content.
Think about...

What does your training and coaching look like?

Bull’s eye! I can do this well all of the time.

Getting better, I am starting to understand what to do.

Just beginning, not sure how to do this yet.

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When you provide training or coaching, do you...

1. Draw connections to real world contexts?
2. Build on participants’ current knowledge & skills?
3. Model demonstration of new skills?
4. Incorporate opportunities to practice new skills?
5. Provide clear examples of ideal implementation for improved outcomes?
6. Prompt participants to reflect on implications for putting new practices into place?
7. Guide planning for next steps?

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Key terms

Background (About implementation)...

- Practices
- Implementation
- Fidelity

About training & coaching...

- Training, coaching, & technical assistance
- Design & delivery of training & coaching
- Adult learning methods

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Implementation

“Implementation is a specified set of activities designed to put into practice an activity or program of known dimensions.”

-National Implementation Research Network
http://implementation.fpg.unc.edu/

Practices: Established methods or activities shown through research to result in positive outcomes.

Fidelity: The degree to which a practice is implemented as intended.
Training, Coaching, & Technical Assistance Defined

**Training:** Structured and purposeful teaching of information and practices intended to be applied in real world contexts.

**Coaching:** Supporting full implementation and generalization of new and emerging practices in daily contexts through modeling, guided reflection, and feedback.

**Technical Assistance:** Providing information, advice, and resources to assist with implementation and/or to problem solve an implementation issue.

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Formula for Success
(National Implementation Research Network)

Effective Innovations × Effective Implementation × Enabling Contexts = Socially Significant Outcomes

Recommended Practices based on Research

Training + Coaching

Implementation of Practices with Fidelity

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Outcomes
(% of participants who increase knowledge, demonstrate new skills in guided practice, and demonstrate new skills in real context)

<table>
<thead>
<tr>
<th>Components</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in daily practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>+Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>++Practice &amp; Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>+++Coaching in Context</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development*. ASCD.
When reaching adult learners, we need to address...

- Why does it matter? Is it valuable?
- How does this fit with what I already know and do?
- Can I do this? What will it take? What will it look like?
- What if I do it wrong? What if I don’t understand?
- What if I don’t want to be here? What if I don’t want to do it?

Synthesis of:
High Quality Training
Design + Delivery

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High Quality Training

Designing the Content
- Preparation
  - Opening & introductions
  - Why the topic is important
  - Overview of the topic
- Unpacking the topic
  - Topic in practice
  - Topic in action
- Assessment & reflection
  - Closing & follow-up

Delivering the Content
- Preparation
  - Introductions
- Demonstration
  - Engagement
- Evaluation
  - Mastery

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Designing the Content

Preparation
Opening & introductions
Why the topic is important
Overview of the topic

Delivering the Content

Preparation
Introductions

Examples

Prior to the session, participants receive a session agenda, a pre-assessment to gather what they already know, and instructions to read or complete an activity prior to the session to prime their learning.

- Detailed agenda is provided in advance so participants can prepare for full engagement
- Pre-assessment is application-based
- Preparatory activity includes guiding questions or guidance for how it will apply to the session.

Pre-training exercises

\(d=1.02\)


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During the session, the participants walk through the key components of the practice, see examples of the practice in use, rehearse new skills, and share their perspectives with each other and the training leaders.

- Rubric & graphic, describing application of the new practices with fidelity and impact, accompanies the content and is referenced throughout the training.
- Participants have multiple opportunities to observe, practice, and provide/receive feedback.


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**Missouri Collaborative Work Practice Profile**

**Foundations present in the implementation of each essential function:** *Commitment to the success of all students and to improving the quality of instruction.*

### Assessment Capable Learners Practice Profile

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Exemplary proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideal Implementation</strong></td>
<td></td>
</tr>
<tr>
<td>1. Educators teach students to determine, “Where am I Going?”</td>
<td></td>
</tr>
<tr>
<td>When teaching students to develop learning goals, all of the following criteria are occurs 80% of the time.</td>
<td></td>
</tr>
<tr>
<td>• Educator writes targets using student-friendly language.</td>
<td></td>
</tr>
<tr>
<td>• Educator models using “I can ____,” or I know ____” statements.</td>
<td></td>
</tr>
<tr>
<td>• Educator develops rubric with students</td>
<td></td>
</tr>
<tr>
<td>• Educator analyzes student work with the students using exemplary and non-exemplary examples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Close to Proficient (Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</th>
<th>Far from Proficient (Follow-up professional development and coaching is critical.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When teaching students to develop learning goals, all of the exemplary criteria occur, but &lt;80% of the time.</td>
<td>When teaching students to develop learning goals, some of exemplary criteria occur.</td>
<td>When teaching students to develop learning goals, none of exemplary criteria occur.</td>
</tr>
</tbody>
</table>

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### Designing the Content

- Assessment & reflection
- Closing & follow-up

### Delivering the Content

- Evaluation
- Mastery

### Examples

During and at the end of the session, participants reflect on their learning and potential implementation challenges. Their knowledge and skill acquisition is assessed. They plan for how to begin putting the practice into place and ways they can receive follow-up coaching.

- ✔ Assessment and reflection occur throughout the session.
- ✔ Assessment of skills and knowledge is application-based.
- ✔ Guidance is provided to support planning for next steps.

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Next Steps: Action=Results

✓ Content focus
✓ Context/Site
✓ Date of plan: Date to revisit:
✓ Action steps
✓ Persons involved
✓ Timeline
✓ Resources/support needed
✓ Intended outcomes

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Coaching

High Quality Delivery of Coaching

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When is coaching needed?

• When wanting to learn more
• When trying to remember and/or apply
• When things change
• When something goes wrong

High Quality Coaching

• Preparation
• Feedback & Solution Dialogue
• Structure

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Preparation

✓ Clarifies purpose and scope of the coaching session
✓ Builds and maintains rapport, collegiality, and confidentiality

Examples

“We are meeting today to....”
“What do you think we should focus on during our work today?”
“Here is what I see as our purpose for today’s conversation, what are your thoughts?”

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Feedback & solution dialogue

✓ Facilitates conversation about what has gone well and where more support is needed
✓ Facilitates conversation about relevant data
✓ Responds to ideas for improvement by validating and/or adding ideas for changes in practice

Examples

“Is there an area in which you need more support?”
“What is the data telling you?”
“This is what I saw happening......What if you tried...?
“You were creative in problem-solving that situation. I noticed how (insert description) worked well. But how would it work in other situations?”
Feedback & solution dialogue

✓ Provides rationales for why changes are important
✓ Provides opportunity for reflection and clarification of recommendations

“Research indicates that (insert practice) will improve the outcomes you’re looking for; however, the practice will not show the improvement you are looking for without focusing on fidelity. Let’s talk about ways to get more consistency in using the practice”

“We’ve talked about a few new steps to try. What do you think? Do you anticipate any problems to getting started?”
Feedback & solution dialogue

✓ Supports suggestions for change in practice with examples of the practice in use
✓ Offers opportunity or resources for guided practice
✓ Facilitates identifying next steps from coaching session

“Let’s walk through an example.”
“What are the potential situations posing unique challenges? Let’s talk specifically about those and problem-solve.”
“We’ve worked through a few new ideas today. What are the next steps for giving them a try? What kind of follow-up would be helpful?”

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Structure

✓ Paces the conversation to allow time for questioning and process of information

✓ Adheres to established plan of coaching (e.g. frequency, schedule, and duration)

It is a pleasure to work with you. Please feel free to email or call with questions that come up before our next meeting. As we work together, it is helpful to look at our calendar of feedback sessions, just to make sure the dates and times still work, but also to make sure I’m observing what and when you want me to observe. I know often schedules need to be flexible, so with each session, I want to be sure we touch base on the schedule. Our next date and time is [insert date/time]. Does this still work for you?”
What will be your next steps?

• Look at your training materials and compare the content to the provided outline. Are all bases covered? How could the content improve?

• Reflect on the delivery of training using the Observation of Training Checklist. Are you addressing each item? Have a colleague observe you using the checklist. Does your colleague’s assessment match yours? How could your training improve?

• Reflect on your coaching practices? Do you address each item? Every time? Have a colleague observe you using the checklist. Does your colleague’s assessment match yours? How could your coaching improve?
Think again...

What does your training and coaching look like?

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Jot down a few next steps

Need more information *(for example)*
- rubrics or practice profiles
- pre and post assessments

Need more practice *(for example)*
- coaching techniques
- leading interactive activities

Need to evaluate & reflect *(for example)*
- review current training content
- ask a peer to observe me
Questions?

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