# Coaching & Facilitation Reflection

Professional development that is ongoing and offers content-specific support is more effective than traditional training models (Darling-Hammond et al., 2017; Gaumer Erickson et al., 2017; Gulamhussein, 2013). This tool is designed to promote reflective practice and meaningful feedback regarding individual coaching sessions or facilitated meetings. An emphasis should be placed on using effective coaching behaviors appropriate for each unique circumstance, not on ensuring that every behavior is performed during an observed coaching event.

## Which coaching model is best?

The *Coaching & Facilitation Reflection* contains elements of Costa and Garmeston's (2015) research on cognitive coaching, Killion's (2010) coaching heavy approach, Knight's (2011) impact coaching, Garmson and Wellman's (2013) collaborative group facilitation techniques, and Killion and Harrison's (2018) technical coaching research. The list of coaching behaviors is intended to promote coaches' reflection on target areas for continuous growth. *Our belief is that coaching should continuously focus on three elements: 1) building relationships, 2) guiding reflective conversations, and 3) determining data-informed solutions and action steps for refinement of the practice.*

## What is cognitive coaching?

Cognitive coaching increases the capacities for sound decision making and self-directedness, promoting goal achievement (Harwell-Kee, 2019). Cognitive coaching is a dialogic approach that encourages reflection (Costa & Garmston, 2015). It is centered around professional learning communities and emphasizes autonomy and interdependence (Costa & Garmston, 2015).

## What is coaching heavy and coaching light?

Coaching heavy and coaching light are two different approaches to supporting teachers (Killion & Harrison, 2018). Coaching light is more focused on the teacher than the learning. Coaching light focuses on supporting the teacher and is often used to build a relationship rather than impact teaching and learning. Coaching heavy is not directive or demanding; it is substantive and involves highly focused engagement in the work. It includes curriculum analysis, data analysis, and instructional changes. Heavy coaching is focused on improving student learning (Killion, 2010).

## What is impact coaching?

Knight's (2011) impact coaching utilizes a dialogical, facilitative, and directive approach to coaching. A dialogical approach to coaching is inquiry based and uses questions to help teachers draw on existing knowledge in order to determine next steps largely on their own. Facilitative coaches view the teacher and the coach as equals (Knight, 2011). Ideas are shared openly. The coach listens, empathizes, and asks powerful questions without sharing expertise (Knight, 2011).

## What are collaborative group facilitation techniques?

Collaborative group facilitation techniques are centered on collective learning. Collaborative group facilitation assists individuals and groups in developing a vision based on where they aim to go (Garmson & Wellman, 2013). This approach requires that the coach or facilitator be highly skilled in maintaining the energy, flow of information, and logistics (Garmson & Wellman, 2013). Conversations during facilitation should be succinct and comprehensible.

## What is technical coaching?

Technical coaching is used to transfer new teaching practices into teachers' context (Killion & Harrison, 2018). Technical coaching helps teachers apply new learning within classroom practice. It typically follows a training event and is used to build teachers' efficacy and fluency in the practice. Some coaching proponents consider this approach to be consultative rather than coaching.

# Coaching & Facilitation Reflection

| Date: | Coach: |
|---|---|
| Coachees/Location: | Observer: |
| Purpose of the coaching or facilitation: | |

**Purpose:** This tool promotes reflective practice and meaningful feedback regarding individual coaching sessions or facilitated meetings. An emphasis should be placed on using effective coaching behaviors **appropriate for each unique circumstance, not on ensuring that every behavior is performed** during a coaching event.

**Ratings:**

| | |
|---|---|
| ✓ | Coach/facilitator demonstrates the behavior. |
| + | Identified participants (e.g., team lead, administrator) or coachee demonstrate the behavior. |
| N/A | Behavior isn't applicable to the situation. For example, if coachees did not express concerns, *Address concerns productively and with intention* would not be an applicable indicator. |

## Developing Relationships

| | Indicator | Observations/Specific Examples |
|---|---|---|
| | 1. Inquire authentically to gain a fuller understanding of the participants' context. | |
| | 2. Demonstrate understanding of recipients' context. | |
| | 3. Provide suggestions in a collaborative, not demanding, way. | |
| | 4. Use body language and posture to affirm understanding and convey empathy. | |
| | 5. Respect the validity of opposing viewpoints. | |
| | 6. Speak respectfully and presume positive intentions. | |
| | 7. Embed specific, positive verbal reinforcement throughout the conversation. | |
| | 8. Encourage a focus on successes as well as challenges. | |

## Facilitating Coaching Conversations

| | Indicator | Observations/Specific Examples |
|---|---|---|
| | 9. Allow think time after questions are posed. | |
| | 10. Reflect before responding to higher-order questions. | |
| | 11. Avoid interrupting and allow thoughts to be completed. | |
| | 12. Keep the conversation moving at an adequate pace while ensuring sufficient time for questioning and consideration. | |
| | 13. Paraphrase to demonstrate understanding. | |
| | 14. Provide opportunities to clarify misunderstandings. | |
| | 15. Provide opportunities to express concerns. | |
| | 16. Address concerns productively and with intention. | |
| | 17. Facilitate, but do not dominate, conversations. | |
| | 18. Inquire deliberately as a means to prompt reflection on areas for improvement or to provide clarity. | |
| | 19. Respectfully challenge presently held assumptions. | |
| | 20. Ensure all individuals have opportunities to express their views and encourage them to do so. | |

# Facilitating Action/Brainstorming Data-Informed Solutions

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|---|---|
| 21. Clearly articulate the conversation's purpose(s). | |
| 22. Facilitate review of progress on previous action items. | |
| 23. Avoid automatically proposing solutions/conclusions to complex questions, allowing solutions/conclusions to develop collaboratively. | |
| 24. As needed, offer additional resources relevant to the conversation. | |
| 25. Provide relevant examples of the content/practice in use. | |
| 26. Justify assertions through examples, research, or other empirical means. | |
| 27. Keep conversations focused on progress and redirect conversations when necessary. | |
| 28. Ensure clarity regarding topics and timelines for future coaching conversations. | |
| 29. Guide recipients to identify solutions to challenges/needs in the form of action steps. | |
| 30. Ensure action items are clear, with identified responsible parties and timelines. | |
| 31. Encourage fully considering positions/options prior to decisions being made or the adoption of action items. | |
| 32. Facilitate decision making based on data. | |
| 33. Use strategies for reaching consensus for decisions. | |
| 34. Clearly articulate the intended impact of decisions and action items. | |

## References

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