

Coaching Explainer

Transcript, Identification of Speakers, and Description of Visuals

Sound: Background music

Visual: Visuals are presented in cartoon style with the same narrator speaking throughout. Scene is a training session.

Narrator: Last summer, Chu, who is a teacher, went to a training where he learned about some research-based practices that he's excited to use to help his students learn.

Visual: Chu in classroom with students at desks. Chu is moving from desk to desk and with a concerned expression.

But now he's back to his full daily routine. There's not too much support for implementing the new practices, so it's pretty much impossible to do so in a meaningful way, considering all the other demands on Chu's time.

Visual: Chu standing next to pie chart with concerned expression.

That's no surprise. Research has found only about 5% of educators are able to implement new ideas they learned at a training after they go back to their jobs on their own, even when the training was high-quality.

Visual: Woman joins Chu.

So this is where Aaliyah comes in. She's a coach. When a true coach enters the picture, suddenly, instead of only 5%, 85 to 95% of teachers are able to successfully implement a new practice.

Visual: Pie chart changes to new percentage and Chu smiles.

These findings have been replicated in multiple studies.

Visuals: Text on screen mimics what is said by narrator

So what do we mean by coaching in this context? It's intentional, job-embedded professional learning designed to help teachers and staff use an innovation or practice as intended. It takes place after the training and happens while the participants are engaged in their work.

Visual: Aaliyah and Chu sitting on couch with coffee cups

Chu feels it helps to have a peer by your side – someone who's skilled in reflective conversations.



Visual: Graphics depicting descriptions narrator mentions

Someone with an open, self-reflective, and culturally responsive mindset.

Visual: Abstract mountains with path running up them

Someone who knows you'll run into internal and external barriers to reaching the goals you've set and knows how to help you make a plan to get past them.

Visual: Mountain graphic turns into an abstract chart graphic

Someone with dedicated time and skills to help you step back and analyze what the data says about whether your efforts are making the impact you want.

Visual: Chu in classroom going from desk to desk assisting students. He is smiling.

Aaliyah helps Chu comes to answers on his own, keeping everything confidential along the way.

Visual: Alia joins Chu in classroom.

So Chu gets to practice the new skills he learned in his training in an environment that's safe and judgment-free.

Visual: Ali and Chu on white background

You're probably familiar with this kind of one-on-one instructional coaching. But Aaliyah has a varied job in her district.

Visual: Chu disappears and woman appears in his place. Abstract graph appears in background.

She's also coached the district leadership team as they've looked at what data shows about reducing achievement gaps.

Visual: Women disappears and a different woman takes her place.

She coaches principals too.

Visual: Woman disappears and two men appear in her place.

Once, she even got pulled in to help a co-teaching pair with difficult conversations so they could work together more productively.

Visuals: Aaliyah at a table in a meeting, then in a science classroom, then in a classroom with teachers.



Not every coach has the skills to coach in all of these situations, but there are some commonalities to what all these kinds of coaching look like when coaching is working well.

Visual: Alia by herself on a white background, then joined by another woman with text "Coaching"

One of the reasons Aaliyah is able to support Chu is that her administrators understand and have made crystal-clear what effective coaching is.

Visual: Aaliyah with document graphic in background

Aaliyah's job description is well-thought-out, and there's been common training in the district on what makes a coach a coach.

Visual: Classroom with male teacher with concerned expression, assisting students

Now, Aaliyah has visited neighboring districts where staff haven't had time to comb through the research and develop their own clear definition of coaching. As a result, these coaches aren't really doing the same practice that was proven in the research. And so, despite the district's investments of time and money, they're not getting most of the benefits of coaching.

Visual: Abstract document graphic

This is why we put in the time to make a definition that any coach or school can use.

Visual: Silhouette of Wisconsin

We tapped Wisconsin practitioners and experts as well as the leading research.

Visuals: Text on screen mimics what is said by narrator

Our eight-page document, The Coaching Competency Practice Profile, breaks down effective coaching into several core competencies. We spell out exactly what those competencies look like when their components are being practiced really well versus when they're just emerging in a coach's practice.

Text on screen: (1) Reflective Practice, (2) Change Facilitation, (3) Coaching Conversation Facilitation, (4) Communicate Skills, (5) Relationship Development, (6) Knowledge Base Development.

Versus when they're not there at all.

Visual: Ali and Chu with student

Actual coaches in Wisconsin schools helped us field test and revise this document to make sure it's workable and helpful.



Visual: Ali and Chu assisting students in classroom, then Aaliyah leading meeting at table, then Aaliyah in a science classroom, then Aaliyah with teachers and student in classroom

Whatever kind of coaching you're doing, if you model the components of these competencies as described, you are practicing coaching with fidelity to what was evaluated in the research. So the educators and students around you can enjoy the benefits.

Visual: Aaliyah and Chu on blue background, then joined by woman

We're also providing other materials to help make the most of coaching, including some focused on the roles administrators can play.

Visual: Several children also appear, then background becomes brightly striped and moves cheerfully

Now, not only can Aaliyah make sure she's partnering with Chu to educate his students to best effect, but all of us can be confident that, when we do manage to invest in this new practice called coaching, we know how to take the time to do it right.

Text on screen: dpi.wi.gov/coaching

Look for our materials at dpi.wi.gov/coaching.

Visual: Wisconsin Department of Public Instruction logo