



# Instructional Leadership PD Series

## Day 2



**Wifi Password:  
charterschool**



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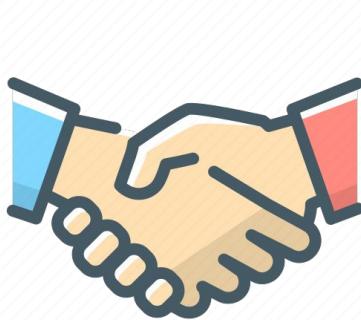
# Keira Kingdom

PD Supervisor for  
Humanities

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PD Supervisor for  
Mathematics

# *PARTNERS*



# COMMUNITY BUILDER







**All the answers  
are in this room.**

# OVERVIEW

Day 1: Observations

Day 2: Providing Feedback

Day 3: Data

Day 4: Culture & Planning





# Let's pick a date!

February 18

February 20

February 21

February 24



SCAN ME

# TODAY

Leaders will learn how to prompt and encourage **ongoing reflection** in their staff by **building trust, giving feedback, and having “better conversations.”**

## YOUR CHOICE

- ★ Adopt it.
- ★ Adapt it.
- ★ Replace it.

# NORMS

- Critique ideas, not people
- Confidentiality
- Consider the possibilities

*“Yes, and...”*



# AGENDA

- Observation/Walkthrough Follow Up
- Building Trust through Confidentiality
- Coaching Conversations with Listening Techniques
- Planning Time

# **Observation/ Walkthrough Follow Up**

## RUBRIC

Where are  
you now?

## REFLECT

1. How and when should teachers discuss instructional practices with each other?
2. In your opinion, what should teacher leadership look like?
3. What types of observation data would be most useful in guiding decisions about professional development?

What **actions** did you  
take after the first  
Instructional  
Leadership PD?

# **Building Trust through Confidentiality**

“

*Trust is like air. No one notices it when it's there, but once it's gone everyone notices.*

*-Warren Buffett*

## **Watch for:**

*How has **trust** been built in this relationship?*

Video.

*How has **trust** been built in that relationship?*





# Anticipation Guide



# SCENARIOS

- ★ **3 people in each group**
- ★ **New scenario = new role** (but not a new group)
- ★ **Answer these questions:**
  - What does each role do next?
  - Based on your role, how do you feel after this scenario?
  - What do you think will be the outcome of this scenario?



What did you take away  
from that exercise?

*What parts do you **agree** with and what  
do you **disagree** with?*

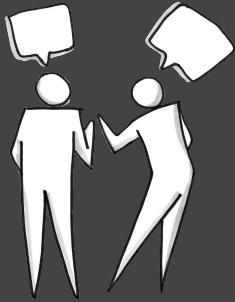
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#### **FOUR T'S — AREAS OF AGREEMENT FOR THE COACH TO SHARE WITH THE PRINCIPAL**

- |    |   |
|----|---|
| 1. | Teachers with whom the coach is working |
| 2. | Tasks on which the group is working     |
| 3. | Time allocated to the work              |
| 4. | Topics of discussion                    |

# Coaching Logs



# Regional Planning Time

\*Please find your regional team

## CONFIDENTIALITY POLICY

1. **BRAINSTORM:** Do you currently have a policy regarding confidentiality in coaching?
2. What ideas do you have for implementing a thoughtful and effective policy surrounding confidentiality in coaching?
3. What next steps will you take to create or update a confidentiality policy?

## YOUR CHOICE

- ★ Adopt it.
- ★ Adapt it.
- ★ Replace it.



# Video

**What are the qualities of this conversation that you have seen or experienced?**



**What are the qualities of this conversation that you have seen or experienced?**





# Coaching Conversations

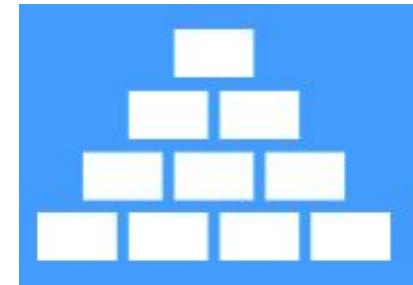
The power of effective coaching conversations comes from:

*Listening, asking questions, providing feedback and clarifying questions, and offering options*

## COACHING CONVERSATIONS

Effective coaching communication is a **foundation** for:

- Building **trust**
- Focusing on **goals**
- Using data-driven **inquiry**
- Promoting **growth** through reflection



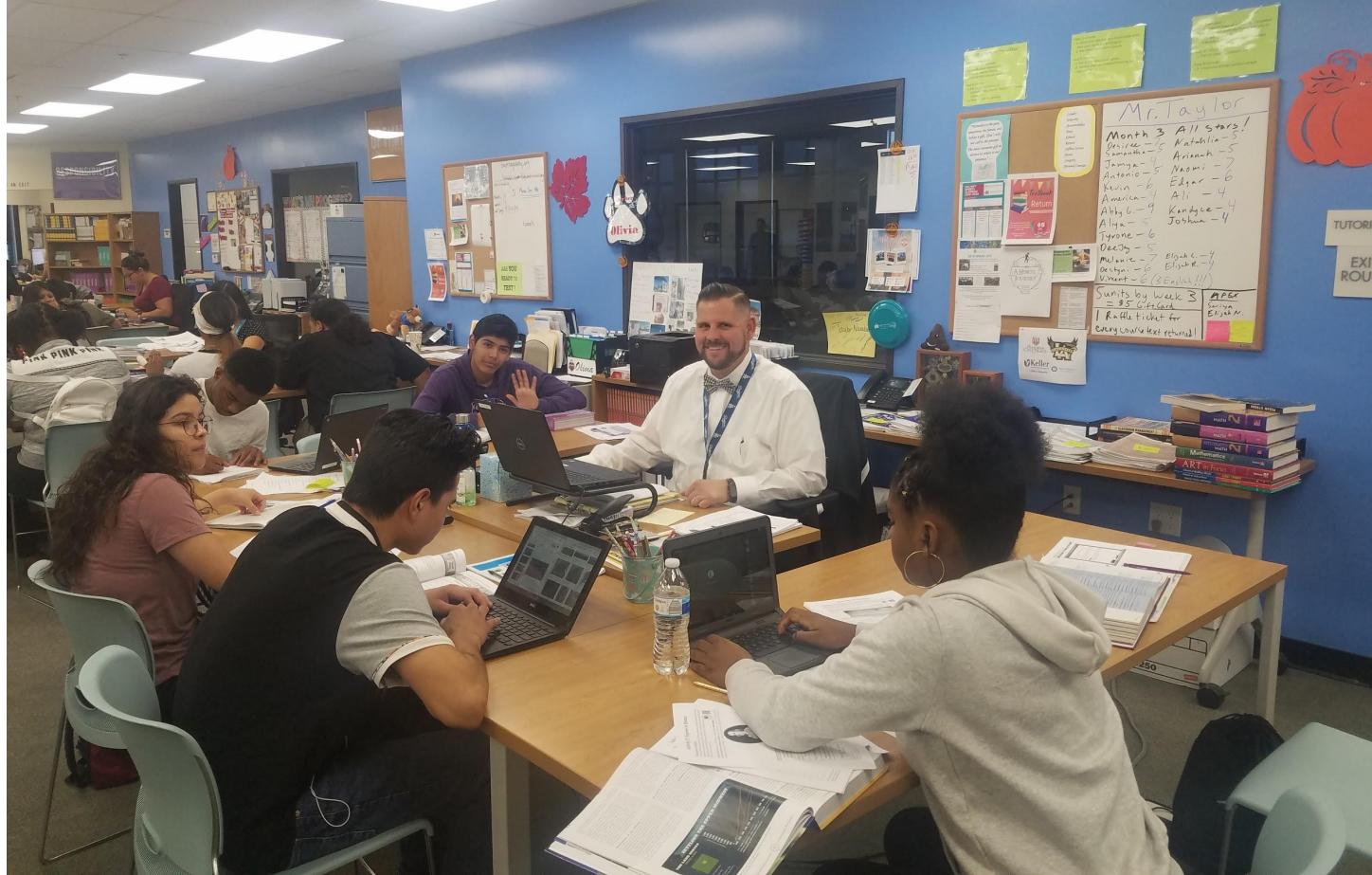
## CONSIDER THESE...

- How could I listen effectively?
- How could I demonstrate that I care?
- How could I ask questions that will promote learning and reflection?



# Considerations for Coaching Conversations:

- The Setting
- Non Verbal Communication
- Developing an Inquiry Mindset
- Advancing The Conversation without Being the Expert



### Mr. Taylor

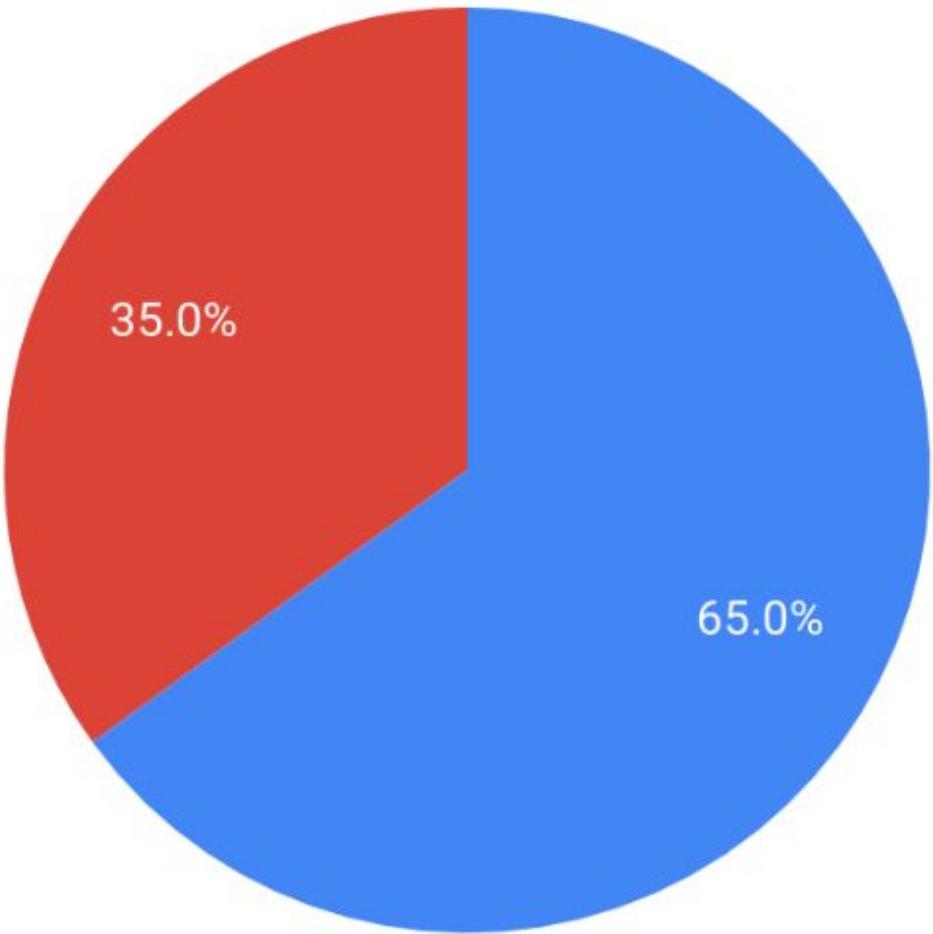
Month 3 All Stars!

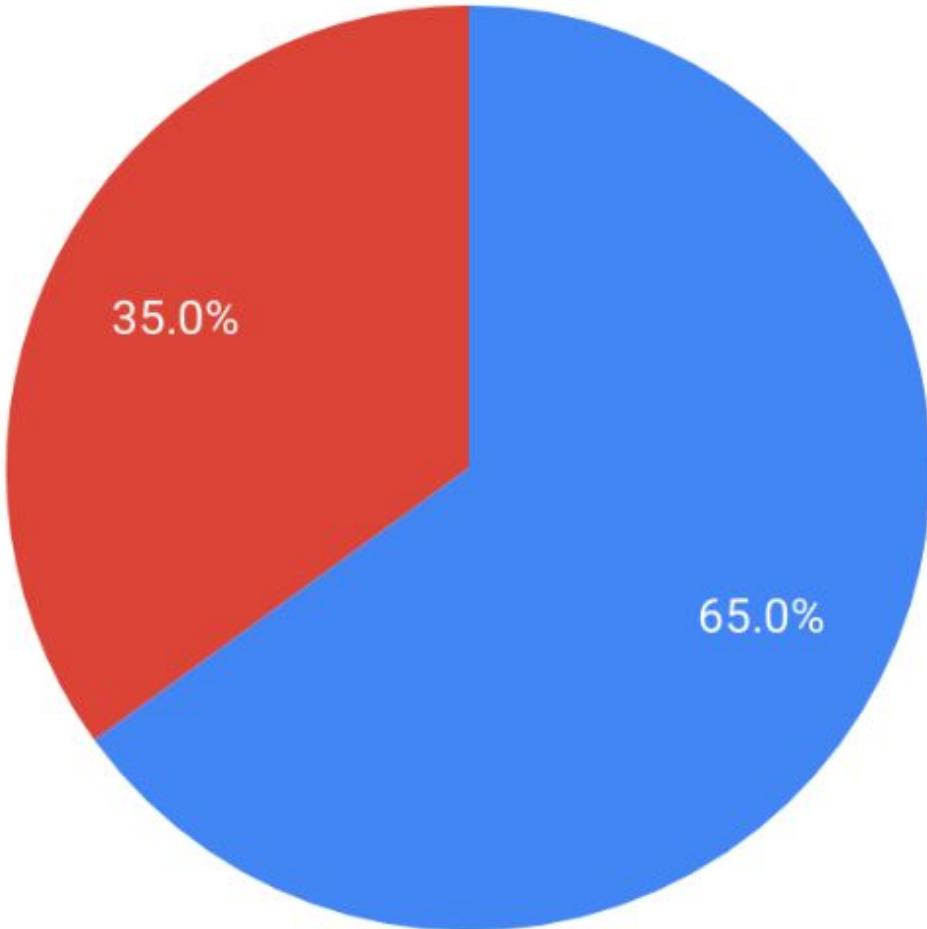
Devon - 5	Kathilia - 5
Sam - 5	Ariannah - 5
Jamica - 5	Naomi - 7
Antonio - 5	Edgar - 6
Kevin - 6	Alli - 4
America - 4	Katelyne - 4
Ashly - 6 - 9	Joshua - 4
Alyya - 5	
Tyronne - 6	
Mariel - 6	
Rashad - 6	Eliah - 4
Montoya - 6	Eliah - 4
Vivian - 6 (2nd Grade!!!)	

Sunts by week 3  
= 95%  
1 Raffle ticket for  
Every book/text returned!

TUTORI  
EXI  
ROU

**What is the nonverbal communication we need to be aware of when having coaching conversations?**





Non-verbal



Verbal

# **Developing an Inquiry Mindset**

## QUESTIONING CONTINUUM



“I always had my students use the rubric to assess their own papers.”

“You could have students use the rubric to assess their own papers?”

“What would happen if students used their rubric to assess their own work?”

“What would have to change for students to work more for themselves and less for you?”

# INQUIRY MINDSET

1. Involves questions that **probe** to understand
2. **Refrains** from giving advice
3. Uses the **third point approach**



## COMMON TRAPS

- Asking questions with an obvious answer
- Closed-ended or single response questions
- Masking your solution with a question
- Prioritizing ideas of the coach over coachee



## INQUIRY MINDSET

1. Involves questions that **probe** to understand
2. **Refrains** from giving advice
3. Uses the **third point approach**

## INQUIRY MINDSET OR COMMON TRAP?



## COMMON TRAPS

1. Asking questions with an **obvious answer**
2. Masking **your solution** with a question
3. **Closed-ended or single response questions**
4. Prioritizing ideas of the **coach over coachee**

**ADVANCING THE  
CONVERSATION  
WITHOUT BEING  
THE EXPERT**

## ADVANCE THE CONVERSATION

***Listening:*** The most important thing a coach must do, is listen. A good coach does not have the answers, they ask really good questions to lead the coachee to their own answer.





**Talk about  
something you are  
really proud of.**



# LISTENING SKILLS

1. Paraphrasing
2. Positive Presupposition
3. Pausing

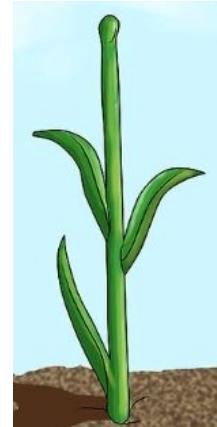


# Paraphrasing Video

## PARAPHRASING STEMS

### Check understanding

- So, you're wondering if...
- You're hoping that...
- You're concerned about...



### Organize and connect ideas

- So, there are three issues...
- You're ready to move on to...
- First, you're going to...then, you will...



**ASK:** What is a challenge you're facing right now?

*Practice using one of the paraphrasing stems.*

\*



## PARAPHRASING

**Shifting conversations** is done when there's difficulty detecting meaning in very abstract or concrete statements.

Think of an elevator to find the right floor...

**Third floor** - Transportation

**Second floor** - Car

**First floor** - Chevy



## STATEMENT

“This class is making me crazy: no respect, no order, no following directions.”

## SHIFT

“Discipline is very important to you.”

## STATEMENT

“Some of our center meetings are unfocused and a waste of time.”

## SHIFT

“Sounds like you want is a productive team.”

“You want to find ways to get people on time, prepared, and on topic.”

# SHIFT

*I am really frustrated with my students! They come to school each day without their materials or work, and waste my time by trying to turn in half complete units. They try to plagiarize all the time and I don't know what to do.*

How would you respond?



# SHIFT

*I don't see how I can possibly prepare all my students for the state test. They came to me so far below grade level in reading and math. And, I'm expected to make up for their previous teachers' mistakes.*

How would you respond?



**STARTING AGAIN @ 2:15pm**



## How would you read these questions?

*“Did you look at the data?”*

*“Do you know what your students need?”*

*“Did you think cooperative learning was the best strategy for this lesson?”*

## POSITIVE PRESUPPOSITION

Presume positive intention

Honor the speaker

Model respect



## How about now?



~~Did you look at the data?~~

“As you examine the data, what are some of your findings?”

~~Do you know what your students need?~~

“When you think about your students' needs, what strategies might be most appropriate?”

~~Did you think cooperative learning was the best strategy for this lesson?~~

“In considering multiple strategies, how did you decide cooperative learning was the best for this lesson?”

# Practicing Positive Presupposition

- 1. Are you doing anything for your new teachers?*
- 2. Do you use test data to change any instruction?*
- 3. Have you thought about using a discipline plan with your students?*
- 4. Do you use any technology in your classroom?*
- 5. Did you spend any time planning your lessons?*



# PAUSING

## WAIT TIME IS GOOD FOR THE BRAIN

The brain needs time for high level processing



## THINK OUT LOUD OR INTERNALLY

People think out loud to construct meaning or reflect and analyze before speaking

## PAUSING ALLOWS CHOICE

Gives a chance to pick their thought preference

# Three Places to Pause

- 1. After a question is asked**
  
- 2. After someone speaks**
  
- 3. Waiting before answering**



**Practice pausing for 10 seconds.**





***Offering options*** when needed (if coachee cannot be led to own conclusions)

- “What else can you try besides my suggestion?”
- “I really want you to challenge what I’ve said.”
- “Would you like my opinion on this?”



# Who has coaching conversations and when do you have them?





# Coaching Conversations...

- ★ Can be done by **anyone**
- ★ Are meant to grow an **individual's capacity**
- ★ Is a **safe** and **supportive** way to approach challenges together, with trust and respect
- ★ Uses questioning strategies that **focus on data** and **growth goals**

## YOUR CHOICE

- ★ Adopt it.
- ★ Adapt it.
- ★ Replace it.



# Coaching Conversation Video

How did the coach demonstrate she was listening through **non-verbal cues**?

What **listening skills** did the coach use?

\*





## Coaching Conversation Practice

Meet with your partners and decide who will be  
***Turkey, Duck, and Chicken.***

**Reminder:  
Confidentiality**

# COACHING CONVERSATIONS

**Think about something YOU would like coaching on.**

Coachee

Coach

Observer: pays attention and takes notes on the listening skills observed.

# COACHING CONVERSATIONS

## Activity Debrief:

- What was easy?
- What was difficult?

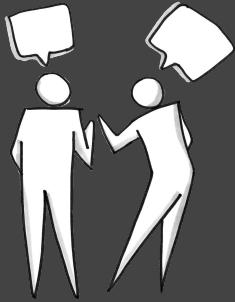


# Anticipation Guide



## YOUR CHOICE

- ★ Adopt it.
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# Regional Planning Time

\*Please find your regional team

# OBSERVATION FOLLOW UP

1. **DISCUSS:** Based on what you learned today about coaching conversations, what changes will you make to your observations and coaching conversations?
2. **PLAN:** What are 2 action items you could apply to your observation practices? Do you want someone on your team to hold you accountable?

**YOUR TIME!**

**What other takeaways from today do you and your team want to discuss?**

Facilitators will walk around and answer questions as needed.

# 1-2-3 Action Plan



Based on the discussions you just had,  
what is one goal you or your team would  
like to take on after the  
**INSTRUCTIONAL LEADERSHIP PD**

## ACCOUNTABILITY PARTNER

### OPTION 1:

- Use “Schedule Send” to write a follow up email to your partner.
- Schedule the email to send in 3 weeks.

### OPTION 2:

- Plan a day to meet in person or on the phone to follow up.

SCAN ME

