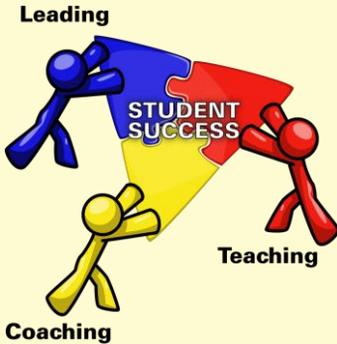


School Improvement for Student Success Conference



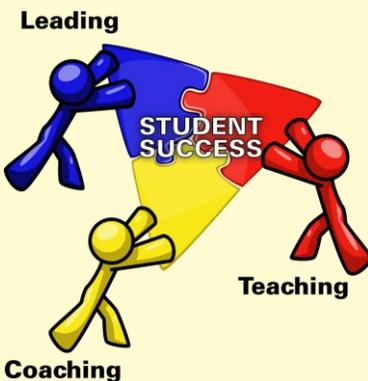
Communication:

Principal Coaching & Critical Conversations
 Using Feedback to Support Instructional Improvement and Teacher Growth

<http://bit.ly/2gw5BOu>

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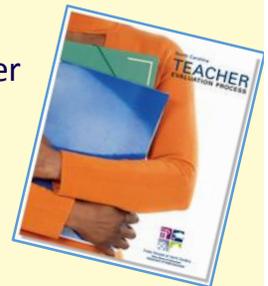
School Improvement for Student Success Conference



Coaching Conversations

Using the North Carolina Educator Evaluation Rubric to Support Teacher Growth

Presented by Educator Effectiveness
 Dr. Kimberly Simmons and
 Dr. Robert Sox



<http://bit.ly/2gw5BOu>

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Educator Effectiveness Division



Dr. Kimberly Simmons
NCEES Coordinator

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Dr. Robert Sox
Professional Development
Leadership Coordinator

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SCHOOL IMPROVEMENT FOR STUDENT SUCCESS CONFERENCE

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NCStar Indicator Alignment

- A1.02:** All teachers improve their practice by responding to principal's observations and/or observations by peers.
- A2.03:** The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
- B1.04:** Communicate the message of change.
- B1.05:** The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.



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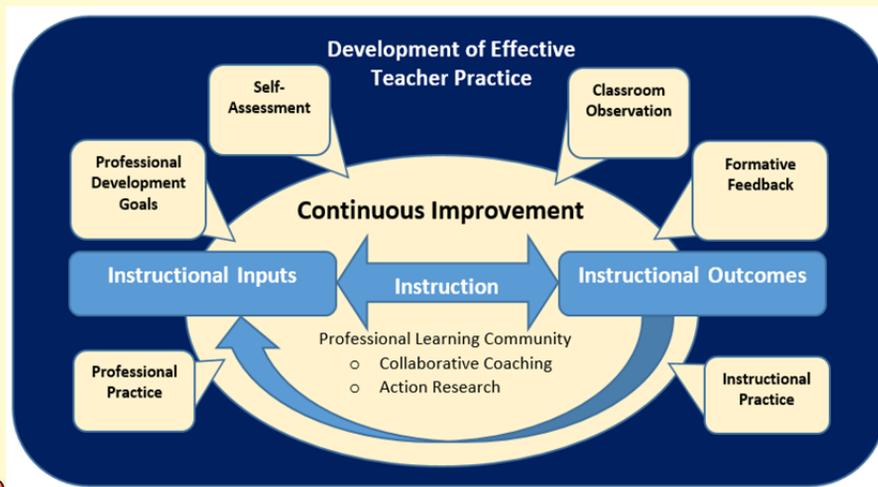
B1.05: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.



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Teaching is an Ongoing Improvement Cycle

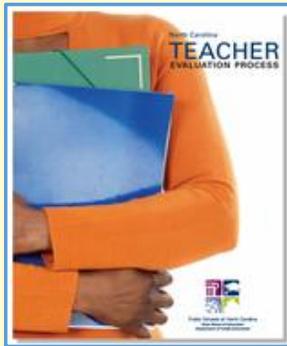


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Communicating with Common Language

- It is important to apply close-reading techniques to the language of NCEES rubric to make distinctions between rating levels when observing, evaluating or using the rubric to self-assess.



Standard	Exceeds	Meets	Approaches	Needs Improvement
1.1	1.1.1	1.1.2	1.1.3	1.1.4
1.2	1.2.1	1.2.2	1.2.3	1.2.4
1.3	1.3.1	1.3.2	1.3.3	1.3.4
1.4	1.4.1	1.4.2	1.4.3	1.4.4
1.5	1.5.1	1.5.2	1.5.3	1.5.4
1.6	1.6.1	1.6.2	1.6.3	1.6.4
1.7	1.7.1	1.7.2	1.7.3	1.7.4
1.8	1.8.1	1.8.2	1.8.3	1.8.4
1.9	1.9.1	1.9.2	1.9.3	1.9.4
1.10	1.10.1	1.10.2	1.10.3	1.10.4
1.11	1.11.1	1.11.2	1.11.3	1.11.4
1.12	1.12.1	1.12.2	1.12.3	1.12.4
1.13	1.13.1	1.13.2	1.13.3	1.13.4
1.14	1.14.1	1.14.2	1.14.3	1.14.4
1.15	1.15.1	1.15.2	1.15.3	1.15.4
1.16	1.16.1	1.16.2	1.16.3	1.16.4
1.17	1.17.1	1.17.2	1.17.3	1.17.4
1.18	1.18.1	1.18.2	1.18.3	1.18.4
1.19	1.19.1	1.19.2	1.19.3	1.19.4
1.20	1.20.1	1.20.2	1.20.3	1.20.4
1.21	1.21.1	1.21.2	1.21.3	1.21.4
1.22	1.22.1	1.22.2	1.22.3	1.22.4
1.23	1.23.1	1.23.2	1.23.3	1.23.4
1.24	1.24.1	1.24.2	1.24.3	1.24.4
1.25	1.25.1	1.25.2	1.25.3	1.25.4
1.26	1.26.1	1.26.2	1.26.3	1.26.4
1.27	1.27.1	1.27.2	1.27.3	1.27.4
1.28	1.28.1	1.28.2	1.28.3	1.28.4
1.29	1.29.1	1.29.2	1.29.3	1.29.4
1.30	1.30.1	1.30.2	1.30.3	1.30.4
1.31	1.31.1	1.31.2	1.31.3	1.31.4
1.32	1.32.1	1.32.2	1.32.3	1.32.4
1.33	1.33.1	1.33.2	1.33.3	1.33.4
1.34	1.34.1	1.34.2	1.34.3	1.34.4
1.35	1.35.1	1.35.2	1.35.3	1.35.4
1.36	1.36.1	1.36.2	1.36.3	1.36.4
1.37	1.37.1	1.37.2	1.37.3	1.37.4
1.38	1.38.1	1.38.2	1.38.3	1.38.4
1.39	1.39.1	1.39.2	1.39.3	1.39.4
1.40	1.40.1	1.40.2	1.40.3	1.40.4
1.41	1.41.1	1.41.2	1.41.3	1.41.4
1.42	1.42.1	1.42.2	1.42.3	1.42.4
1.43	1.43.1	1.43.2	1.43.3	1.43.4
1.44	1.44.1	1.44.2	1.44.3	1.44.4
1.45	1.45.1	1.45.2	1.45.3	1.45.4
1.46	1.46.1	1.46.2	1.46.3	1.46.4
1.47	1.47.1	1.47.2	1.47.3	1.47.4
1.48	1.48.1	1.48.2	1.48.3	1.48.4
1.49	1.49.1	1.49.2	1.49.3	1.49.4
1.50	1.50.1	1.50.2	1.50.3	1.50.4
1.51	1.51.1	1.51.2	1.51.3	1.51.4
1.52	1.52.1	1.52.2	1.52.3	1.52.4
1.53	1.53.1	1.53.2	1.53.3	1.53.4
1.54	1.54.1	1.54.2	1.54.3	1.54.4
1.55	1.55.1	1.55.2	1.55.3	1.55.4
1.56	1.56.1	1.56.2	1.56.3	1.56.4
1.57	1.57.1	1.57.2	1.57.3	1.57.4
1.58	1.58.1	1.58.2	1.58.3	1.58.4
1.59	1.59.1	1.59.2	1.59.3	1.59.4
1.60	1.60.1	1.60.2	1.60.3	1.60.4
1.61	1.61.1	1.61.2	1.61.3	1.61.4
1.62	1.62.1	1.62.2	1.62.3	1.62.4
1.63	1.63.1	1.63.2	1.63.3	1.63.4
1.64	1.64.1	1.64.2	1.64.3	1.64.4
1.65	1.65.1	1.65.2	1.65.3	1.65.4
1.66	1.66.1	1.66.2	1.66.3	1.66.4
1.67	1.67.1	1.67.2	1.67.3	1.67.4
1.68	1.68.1	1.68.2	1.68.3	1.68.4
1.69	1.69.1	1.69.2	1.69.3	1.69.4
1.70	1.70.1	1.70.2	1.70.3	1.70.4
1.71	1.71.1	1.71.2	1.71.3	1.71.4
1.72	1.72.1	1.72.2	1.72.3	1.72.4
1.73	1.73.1	1.73.2	1.73.3	1.73.4
1.74	1.74.1	1.74.2	1.74.3	1.74.4
1.75	1.75.1	1.75.2	1.75.3	1.75.4
1.76	1.76.1	1.76.2	1.76.3	1.76.4
1.77	1.77.1	1.77.2	1.77.3	1.77.4
1.78	1.78.1	1.78.2	1.78.3	1.78.4
1.79	1.79.1	1.79.2	1.79.3	1.79.4
1.80	1.80.1	1.80.2	1.80.3	1.80.4
1.81	1.81.1	1.81.2	1.81.3	1.81.4
1.82	1.82.1	1.82.2	1.82.3	1.82.4
1.83	1.83.1	1.83.2	1.83.3	1.83.4
1.84	1.84.1	1.84.2	1.84.3	1.84.4
1.85	1.85.1	1.85.2	1.85.3	1.85.4
1.86	1.86.1	1.86.2	1.86.3	1.86.4
1.87	1.87.1	1.87.2	1.87.3	1.87.4
1.88	1.88.1	1.88.2	1.88.3	1.88.4
1.89	1.89.1	1.89.2	1.89.3	1.89.4
1.90	1.90.1	1.90.2	1.90.3	1.90.4
1.91	1.91.1	1.91.2	1.91.3	1.91.4
1.92	1.92.1	1.92.2	1.92.3	1.92.4
1.93	1.93.1	1.93.2	1.93.3	1.93.4
1.94	1.94.1	1.94.2	1.94.3	1.94.4
1.95	1.95.1	1.95.2	1.95.3	1.95.4
1.96	1.96.1	1.96.2	1.96.3	1.96.4
1.97	1.97.1	1.97.2	1.97.3	1.97.4
1.98	1.98.1	1.98.2	1.98.3	1.98.4
1.99	1.99.1	1.99.2	1.99.3	1.99.4
1.100	1.100.1	1.100.2	1.100.3	1.100.4



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Two Important Terms

Evaluation:

Systematic judgement of evidences, by a knowledgeable other, for the **summative purpose** of assigning a rating of quality

Supervision:

Intentional interaction, with knowledgeable other(s), for the **formative purpose** of improving practice



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Intentional interaction, with knowledgeable other(s) for the formative purpose of improving practice

A1.02: All teachers **improve their practice** by responding to evaluations and/or observations by peers.

A2.03: The principal spends at least 5% of his or her time with teachers to **improve instruction**, including

B1.04: Communicate the

B1.05: The principal provides opportunities for staff and parents to voice constructive criticism and **suggestions for improvement**.

SUPERVISION

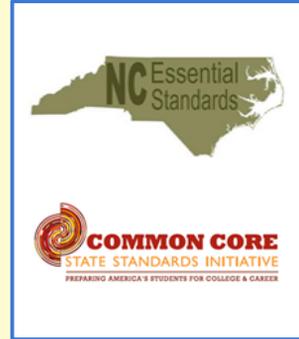
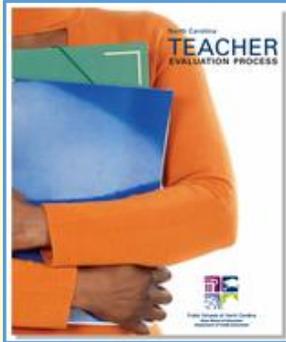


Deep Understanding of the Rubric Will Lead to Well Aligned Supervision



NC Professional Teaching Standards

Standard Course of Study



Content Context Cognitive Level



SCHOOL IMPROVEMENT FOR STUDENT SUCCESS CONFERENCE

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Observation	Element I(d). Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<ul style="list-style-type: none"> Recognizes that students have a variety of learning needs. 	<ul style="list-style-type: none"> ... and Collaborates with specialists who can support the special learning needs of students. 	<ul style="list-style-type: none"> ... and Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. 	<ul style="list-style-type: none"> ... and Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. 	
✓	<ul style="list-style-type: none"> Is knowledgeable of effective practices for students with special needs. 	<ul style="list-style-type: none"> Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs. 	<ul style="list-style-type: none"> Effectively engages special needs students in learning activities and ensures their unique learning needs are met. 	<ul style="list-style-type: none"> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students. 	
	Element II(e). Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.				
	<ul style="list-style-type: none"> Responds to family and community concerns. 	<ul style="list-style-type: none"> ... and Communicates and collaborates with the home and community for the benefit of students. 	<ul style="list-style-type: none"> ... and Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them. 	<ul style="list-style-type: none"> ... and Promotes trust and understanding throughout the school community. 	

Content Context Cognitive Level



SCHOOL IMPROVEMENT FOR STUDENT SUCCESS CONFERENCE

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Content Context Cognitive Level



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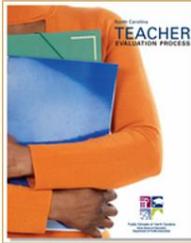
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Content Context Cognitive Level



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Observation is...

Observation	Element	Indicator	Performance Level	Comments	Recommendations
1	1.1	1.1.1	1		
		1.1.2	1		
		1.1.3	1		
		1.1.4	1		
2	2.1	2.1.1	1		
		2.1.2	1		
		2.1.3	1		
		2.1.4	1		

2016

January S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	March S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31



SCHOOL IMPROVEMENT FOR STUDENT SUCCESS CONFERENCE

PUBLIC SCHOOLS OF NORTH CAROLINA
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Observation	Element 1d. Teachers adapt specialists to help meet the ss ensure that their needs are m
	Developing
✓	<input type="checkbox"/> Recognizes that students have variety of learning needs.
✓	<input type="checkbox"/> Is knowledgeable of effective practices for students with special needs.
	Element 1e. Teachers work c educating children is a shared collaboration between the sds segments of the school comm family and community involv
	<input type="checkbox"/> Responds to family and community concerns.

Context It is ALL Observable

Seen during an observation event

January S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	March S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
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Seen within the time period of an observation cycle



SCHOOL IMPROVEMENT FOR STUDENT SUCCESS CONFERENCE

PUBLIC SCHOOLS OF NORTH CAROLINA
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Observation	Element IId. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
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Content Context Cognitive Level



SCHOOL IMPROVEMENT FOR STUDENT SUCCESS CONFERENCE

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Observation	Element IId. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Recognizes that students have a variety of learning needs. <input checked="" type="checkbox"/> Is knowledgeable of effective practices for students with special needs.	... and <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students. <input type="checkbox"/> Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs.	... and <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. <input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	... and <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. <input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.		
Element IId. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.					
<input type="checkbox"/> Responds to family and community concerns.	... and <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	... and <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	... and <input type="checkbox"/> Promotes trust and understanding throughout the school community.		

Content Context Cognitive Level



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Performance Expectations (Cognitive Level)

Element IVe. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

<p>✓ <input type="checkbox"/> <u>Understands the importance of developing students' critical thinking and problem-solving skills.</u></p> <p><i>Do You Know It?</i></p>	<p>... and <input type="checkbox"/> <u>Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.</u></p> <p><i>Do You Show It?</i></p>	<p>... and <u>Teaches students the processes needed to:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> think creatively and critically, <input type="checkbox"/> develop and test innovative ideas, <input type="checkbox"/> synthesize knowledge, <input type="checkbox"/> draw conclusions, <input type="checkbox"/> exercise sound reasoning, <input type="checkbox"/> understand connections, <input type="checkbox"/> make complex choices, <input type="checkbox"/> and <input type="checkbox"/> frame, analyze and solve problems. <p><i>Is it Visible In the Actions of Your Students?</i></p>	<p>... and <input type="checkbox"/> <u>Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.</u></p> <p><i>Is it Visible Beyond the Instructional Space of Your Classroom?</i></p>
Knowledge	Action	Interaction	Extension



Using the Rubric to Support Growth and Improvement



...AKA Supervising with the rubric



NCStar Indicator Alignment

A1.02: All teachers improve their practice by responding to principal's observations and/or observations by peers.

A2.03: The principal communicates directly with teachers.

B1.04:

B1.05:

constru

Shift Teacher Actions and Behaviors toward the Right Side of the NCEES Rubric

encourages parents to voice suggestions for improvement.



When you're green, you grow



When you're ripe, you rot



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What do teachers need to remain *Ripe and Growing?*



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Helpful Feedback is Critical



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Supporting Improvement

Provide feedback within the context of the teaching standards

- **Promote**
 - Identify behaviors or practices that were successful
- **Probe**
 - Ask questions to better understand or confirm your understanding
- **Push**
 - Ask questions to push or stretch



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Performance Expectations (Cognitive Level)

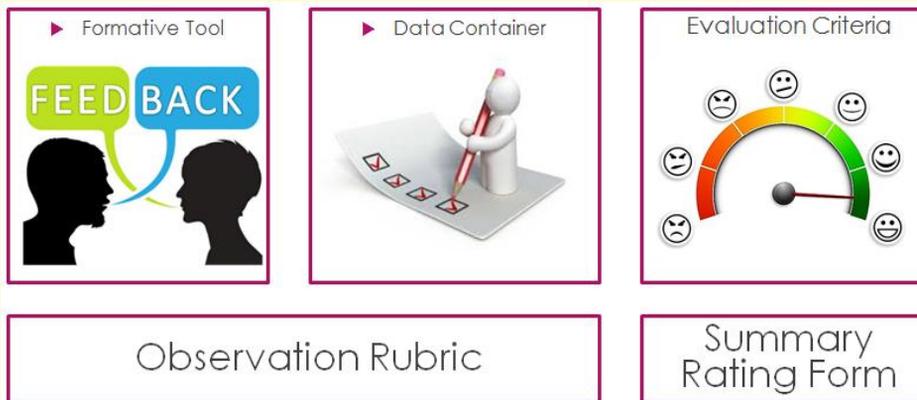
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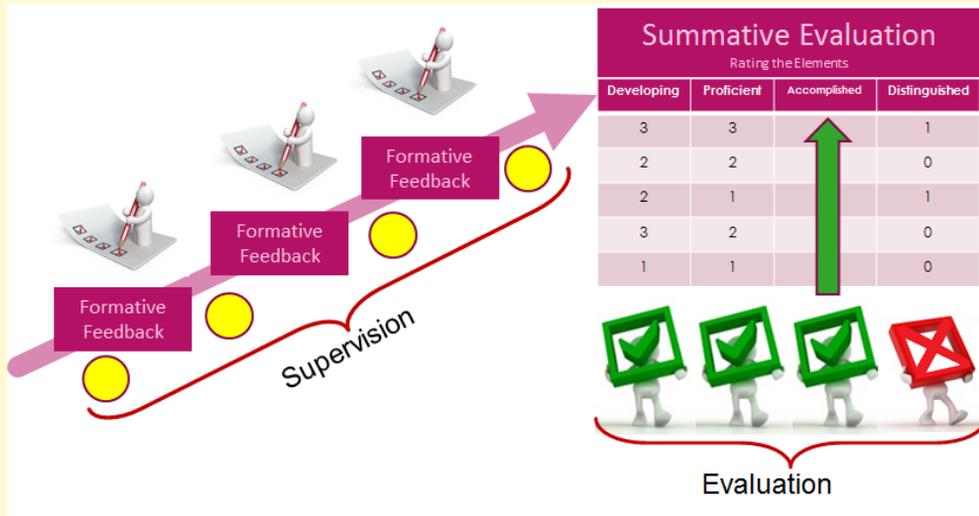
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Knowledge	Action	Interaction	Extension



NCEES Uses a Multipurpose Rubric

It gets used for both Supervision and Evaluation





NCStar Indicator Alignment

A1.02: All teachers **improve their practice** by responding to principal's observations and/or observations by peers.

A2.03: The principal spends at least 50% of his/her time working directly with teachers to **improve instruction**, including classroom observations.

B1.04: Communicate the message of **change**.

B1.05: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and **suggestions for improvement**.





North Carolina Educator Evaluation Process Is Heavy on Supervision

Effective Supervision requires **bravery** and the ability to have challenging conversations about practice.

Bravery

- ◆ to believe there are always ways to improve
- ◆ to invite critical feedback
- ◆ to give critical feedback

Great Instructional Leaders
create safe spaces for these conversations



Coaching Conversation for Improvement
B1.04: Communicate the message of change.



Let's Prepare...



Think of a difficult conversation that you need to have. Keep this conversation in mind as we progress through the presentation.

Why haven't you had this conversation?



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Why don't we have hard conversations with teachers?

Reason 1: A Desire to Please

- I don't want to look mean.
- I want people to like me and to respect me.

Reason 2: Personal Safety

- I want everything to remain OK- no anger or tears.
- I would rather avoid emotional pain.
- I am intimidated. My colleague is very aggressive. It is scary to deal with him.



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Why don't we have hard conversations with teachers?

Reason 3: Personal Comfort

- I like it easy emotionally and with work- no waves.
- It will take so much effort to do what I need to do if this starts.

Reason 4: Fear of the Unknown

- I'd rather live with the status quo than take on the unknown.

Reason 5: No Sense of Urgency(for you)

- Not enough kids in the room are affected so let's not make a big deal out of it.
- The teacher has been through the workshop, so let's give it time and see if things change. There's no big crisis yet.



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Why don't we have hard conversations with teachers?

Reason 6: Passive Culture

- The culture doesn't address problems head on?

Reason 7: Waiting for the Perfect Moment

- I can't do it until I know more about the teacher and/or the situation.

Reason 8: Perfectionism

- I don't have the right words yet.



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Why don't we have hard conversations with teachers?

Reason 9: Distrust of Oneself and Others

- I don't trust my gut to be right.
- I am too judgemental, and maybe this is just another example.

Reason 10: Too Close to Home

- This is a small town. The teacher knows my dog's name. My kid plays with her kid. I need to keep this relationship the way it is and not rock the boat.

Reason 11: Conflict with Beliefs or Values

- I don't agree with the program they are asking me to coach, and I just feel awkward.



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Why don't we have hard conversations with teachers?

Reason 12: Fatigue

- I just don't have the energy today.
- I just cannot fight this battle again.
- They already think I am too touchy-feely.

Reason 13: Personality or Intent

- The teacher is a nice person overall.
- The teacher didn't mean it.

Reason 14: Fear of Kicking Somebody Who is Already Down

- I don't think this teacher will be able to take it. It will overwhelm her/him.



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Poll-Why are you most likely to avoid having hard conversations?



To participate:

Create a new text message. The phone # is

22333.

In the body of the message, include the **code** next to your reason on the **hand-out** provided.



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Table Talk



What are the risks of having a hard conversation?

What are the risks of NOT having a hard conversation?



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Coaching Conversations for Improvement
Principal READY - Spring 2014
Note Guide

5 Steps

I. _____
Conversations I have had that didn't go well or a conversation I am avoiding:

II. _____ Setting: _____
What are 5 questions I need to ask myself?

1. _____
2. _____
3. _____
4. _____
5. _____

III. _____ What are my facts.
KSS Method - Limit the opening to _____ seconds.

- Facts not _____
- Here's _____ on it.
- What's _____?

IV. _____
Tips from my table mates:

V. _____ Support Improvement:
P. _____
P. _____
P. _____



5 Step Process

1. Identify the conversation
2. Prepare yourself
3. Start the conversation
4. Listen to understand
5. Follow-up



Step 1: Identify the conversation



Where am I NOT seeing results?
 Are students at risk?
 Is there a personal conflict I need to face?
 Is there additional information I need?



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Step 1: Identify the Conversation



Take a minute and jot down on your note guide 1 or 2 conversations you know you have been avoiding or conversations that you have had that didn't go well.



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Step 2: Prepare yourself



What is your real purpose behind your conversation?

- Understanding vs. winning
- Ultimately about relationships
- **How does this affect students?**



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Step 2: Prepare yourself



What are 5 questions I need to ask myself about my true purpose behind this situation?

There are sample questions on the back of your handout.

Ex. What outcome do I really want from this situation? Am I acting like that's what I want?



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Step 2: Prepare yourself



Setting

Purposefully decide where the conversation should occur.

- Your office
- Teacher Classroom
- Conference Room
- Human Resource Office



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Step 3: Start the conversation



Principal: KISS - Keep It Short and Simple
(45 seconds or less)

- Facts not opinions
- Here's my take (I believe... it seems...)
- What's your take? (What can you tell me?
... Help me understand... What happened?)



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Step 3: Start the conversation



Take a minute and jot down some facts around the conversation you need to have (or have had).

Are these truly *facts*? Did you use any inflammatory language?

Discuss this at your table.



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Step 4: Listen to understand



Think about the reason you have initiated the conversation. Do you really want to hear the other person's side?

The goal is to *understand*. This will lead to better results for students.



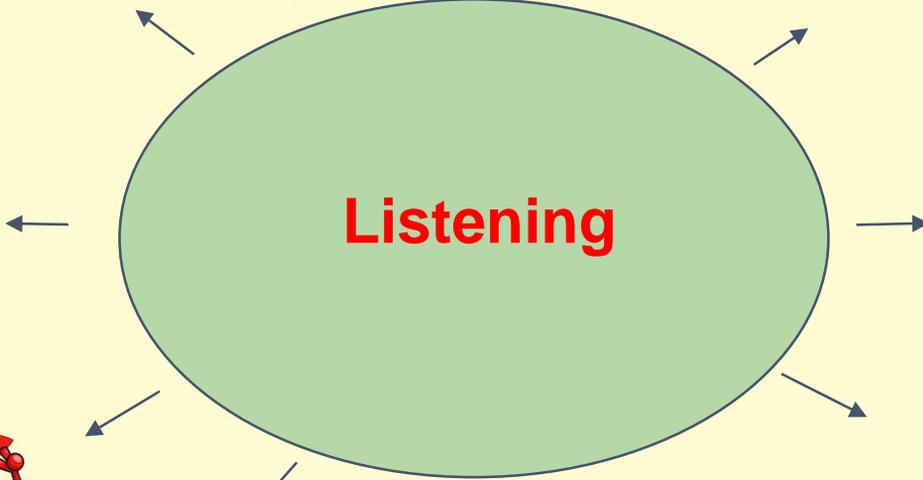
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Listening is at the center of your INFLUENCE



Listening



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Step 4: Listen to understand



- Only 10 percent of our communication is represented by the words we say, another 30 percent by our sounds, and 60 percent by body language.



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Step 4: Listen to understand



Talk with your table mates about how you can listen to understand.
Jot down some practical tips discussed at your table.



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Keep Conversation Safe



It's ok to say-

“Let’s start over”

Remember the goal of the meeting



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Step 5: Follow-up



Follow-up should always relate to what is best for students.

Think about deliverables:

- Who is responsible?
- When will we check in again?
- What specific steps need to be taken?



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Step 5: Follow-up ...now we SuPPort ImPovement



•Promote

–Identify behaviors or practices that are successful

•Probe

–Ask questions to better understand or confirm your understanding

•Push

–Ask questions to push or stretch



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Promote
Probe

SuPPort ImPProvement
Push



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Step 5: Follow-up



What are some practical ways to ensure you follow-up after the coaching conversation?

Jot down a few ideas and then share at your table.



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Let's knock down BARRIERS



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Practice Communicating

**Embrace every opportunity you have to
grow your relationships.**



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Thoughts... Questions... Ponderings...



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Framework Study ★

We participate in framework study to deepen our knowledge of the expectations required to master the craft of teaching.

When we can clearly articulate what teaching looks like **at each** proficiency level and **between** proficiency levels, then we can:

- Collect quality evidence;
- Rate more accurately;
- Provide actionable feedback;
- Select aligned resources and
- Develop shared understanding among colleagues and engage in meaningful conversations about practice.



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Context: Element *Not Visible* During Classroom Observation

(Can only be seen in a broader Professional Practice context outside the classroom)

<p>Element 1b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p>				
<p>PLC</p> <p>Attends</p> <p><input type="checkbox"/> Attends professional learning community meetings.</p>	<p>... and</p> <p>Participates</p> <p><input type="checkbox"/> Participates in professional learning community.</p>	<p>... and</p> <p>Assumes leadership</p> <p><input type="checkbox"/> Assumes a leadership role in professional learning community.</p>	<p>... and</p> <p>Collaborates</p> <p><input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school.</p>	
<p>SIP</p> <p>Displays Awareness</p> <p><input type="checkbox"/> Displays awareness of the goals of the school improvement plan.</p>	<p>Participates</p> <p><input type="checkbox"/> Participates in developing and/or implementing the school improvement plan.</p>	<p>Collaborates</p> <p><input type="checkbox"/> Collaborates with school personnel on school improvement activities.</p>	<p>Assumes leadership</p> <p><input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.</p>	



Understanding an Indicator

- You can name **key skills** a teacher is building and enhancing to move through the proficiency levels of this component.
- You can name **student behaviors** demonstrated across the proficiency levels of this component.
- You can name the **evidence** an observer would look for/teacher would gather to demonstrate proficiency with this component.



<p>Element Ib. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p>				
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Teacher Skills:



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Student Behaviors:



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Evidence:



Context: Element *Is Visible* During Classroom Observation

<p>Element IVb. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the <i>North Carolina Standard Course of Study</i>. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.</p>				
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recognizes data sources important to planning instruction. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the <u>school improvement process</u>. 	

Do You Know It?

Do You Show It?

Is it Visible In the Actions of Your Students?

Is it Visible Beyond the Instructional Space of Your Classroom?

GROWTH



<p>Element IVb. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the <i>North Carolina Standard Course of Study</i>. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.</p>					
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Teacher Skills



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Student Behaviors



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Evidences



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Thoughts... Questions...
Ponderings...



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