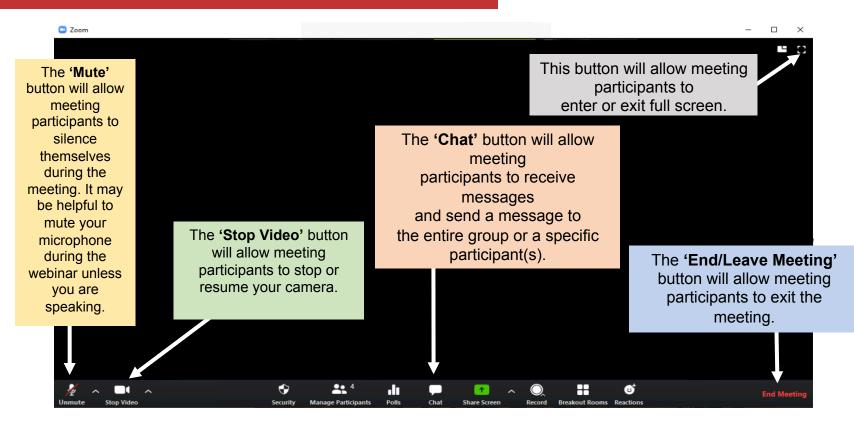
Engaging in Coaching & High Quality Instructional Feedback



August 6th, 2020

US PREP Renewing Educator Preparation

Webinar Engagement Tips





Virtual Rules of Engagement

Keep Your Camera On

Please keep **cameras on** for engagement, if possible.

Remain Muted

Remain **muted** when not talking for sound quality for all.

Joining by phone:

Mute phone and use *6 to unmute

Rename Your Screen Name

Rename your **screen name** to include your first name, last name and organization (click on the three dots in the upper right corner of your camera picture square).

Stay Engaged

- Comment in the **chat box** at any time
- "Raise your hand" feature
- Warm call/cold call
- Polling and short answer
- Break planned

We will be recording for those who cannot be with us at this time.



We will be recording...





Introductions

Laura LaCroix

US PREP Regional Transformation Support Specialist

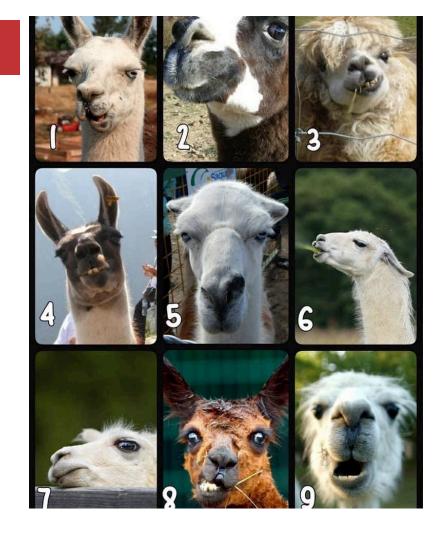
Khiandra Woods

US PREP Regional Transformation Support Specialist



When I mention...

On a scale of 1 to Llama....



Today's Schedule

8:00 Welcome!

8:30 Starting the year together Coaching and High Quality Academic Feedback The POP Cycle

11:00 Break

11:10 E3 Training Zoom Link: <u>https://us02web.zoom.us/j/5636197502?pwd=SzdXbmd6dWFHZzR5aTM2ZXNKZ1VBUT09</u>, Meeting ID: 563 619 7502 Passcode: 1QPDSd

12:30 Lunch

1:10 Student Teaching Expectations

 Zoom Link: <u>https://us02web.zoom.us/j/5636197502?pwd=SzdXbmd6dWFHZzR5aTM2ZXNKZ1VBUT09</u> Meeting ID: 563 619 7502 Passcode: 1QPDSd
 1:50 Break
 2:00 Academic Feedback: In the moment coaching
 3:30 Closing

The What & WHY of US PREP

University-

School

Partnerships for the

Renewal of

Educator



Our focus:

Accountability for educational equity for all students, through excellent teacher preparation, while being especially attentive to communities who have been historically underserved.



US PREP COALITION PARTNERS

Portland State University

University of the Pacific

Touro University California

University of San Marcos California

San Diego State University

University of Texas-El Paso



★ COHORT II University of Texas-San
★ COHORT III Antonio

Texas A&M-Commerce UT-Permian Basin Tarleton State University Texas Tech University Texas State University

> ★ Jackson State University McNeese State University

> > Southeastern Louisiana University

University of Houston-Downtown University of Houston Sam Houston State University Brooklyn College Lehman College Touro College

Our Collective New Normal







What do you recall thinking and feeling as a child when it was time to go back to school?

- Were there family traditions associated with returning to school?
- Were there things that excited you or made you nervous?
- What would you expect to hear and see when you went back to school?



Traditional back to school





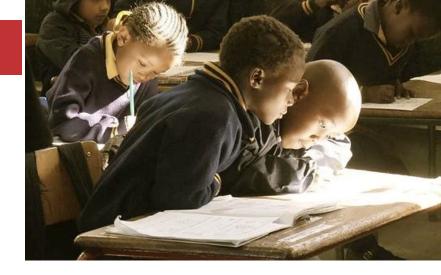




Traditional back to school







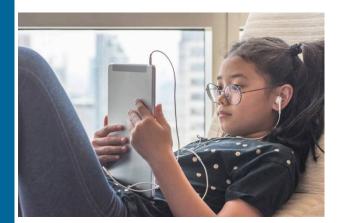


Traditional back to school



Back to school during a pandemic

Welcome back to school







Renewing Educator Preparation

Back to school during a pandemic

Renewing Educator Preparation





Back to school during a pandemic









Types of Stress

Positive Stress is characterized by a mild stress response, including brief increases in heart rate and mild elevations in stress hormone levels. This type of stress alerts and prepares us – it can benefit us in situations where we need to be focused and energized. This type of stress actually builds healthy response systems to cope with future stress.

Tolerable Stress is characterized by a more serious but temporary physical stress response, consistently buffered by supportive relationships. These experiences would have the potential to negatively affect development, but with support from trusting relationships, they do not have long-term impact on the brain and body.

Toxic Stress is characterized by an intense, frequent, or chronic activation of the stress response system, in the absence of protective relationships. It is this type of stress that can change the way a child's brain and body develops.





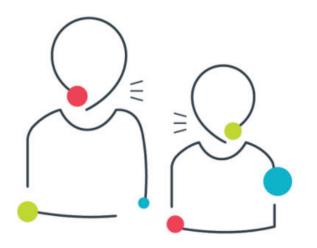
What type(s) of stress do you anticipate students will experience when it's time to go back to school? What are some things they will need to work through it so they can learn?







RELATIONSHIPS



- Teacher-student
- Student-student
- Parent-Teacher



- Regular daily schedules
- Visible routines
- Achievable goals for learning
- Plan things to look forward to



- Tools to reduce stress & build resilience
- Healthy lifestyle habits

Discuss

In breakout rooms:

What is one thing you want to commit to do to support Social Emotional Learning for yourself, your colleague or your students?

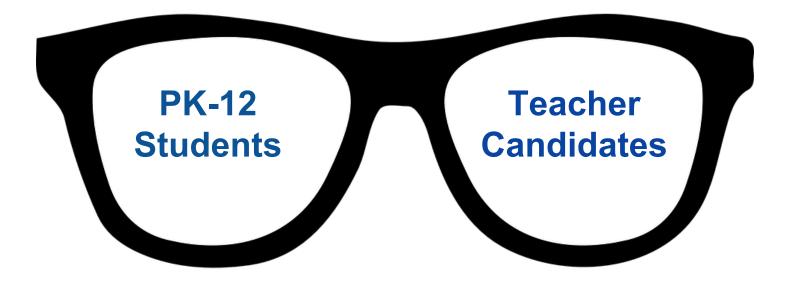




Engaging in Coaching Conversations



Parallel Practices





Think about a time when you received helpful coaching.

What were the characteristics of the high-quality coaching you received?

Please share in the chat.





Our Goal: To develop teachers who strive to continually increase their own effectiveness with all students through data informed selfreflection, professional learning and improvement.



The Stages of Learning



I know what I don't know.

STAGE 3: Conscious competence

I think about and

work hard to show

competence

STAGE 4: Unconscious competence

I stop having to think about the skill and can do it competently with little effort

I don't know what I don't know.

STAGE 1:

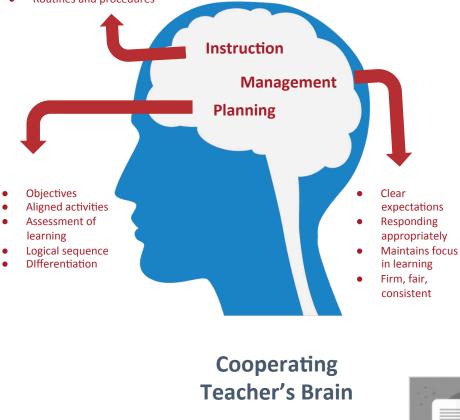
Unconscious

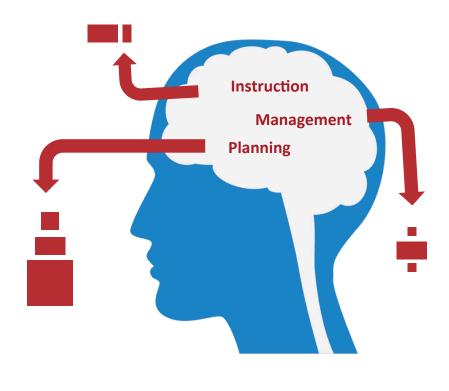
incompetence





- Monitoring progress
- Student engagement
- Routines and procedures





Teacher Candidate's Brain

Coaching



"Coaching is creating change in a teacher's attitudes, beliefs, and actions. Change, after all, is only another word for growth, another synonym for learning." -Charles Handy

Coaching Involves...

- Asking questions
- Making observations
- Providing feedback
- Focusing on critical elements
- Setting and monitoring goals
- Using phrases like...
 - ... was effective because...
 - I observed...
 - You said...



Providing opportunities for practice

Coaching Continuum

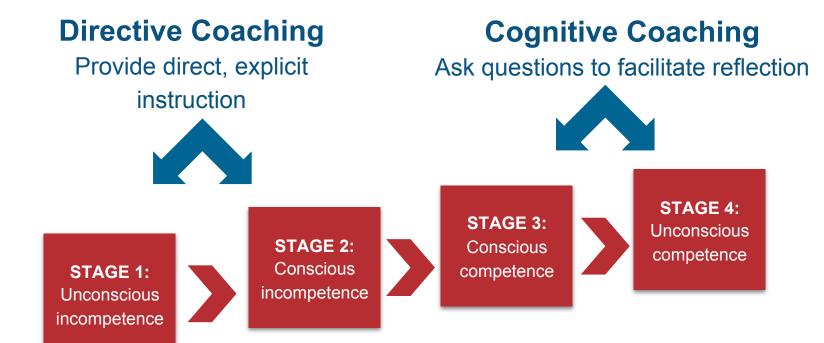
Direct Coaching Provide direct, explicit instruction

Collaborate

Cognitive Coaching Ask questions to facilitate reflection



Coaching Frameworks within the Stages of Learning





A Deeper Look into Directive Coaching

- Step One: Elicit Teacher Candidate Perspective
 - Ask what the Teacher Candidate has identified as an area of Reinforcement (+) and Refinement (Δ)
 - Evidence
- Step Two: Cooperating Teacher Perspective
 - CT provides an area of Reinforcement (+) and Refinement (Δ)
 - Evidence
- **Step Three:** Coach provides specific, actionable feedback/next steps (& *may provide a MODEL*)
- Step Four: Teacher Candidate commits to action and rehearses

What are the benefits of directive coaching? What are the drawbacks?



A Deeper Look into Cognitive Coaching

Cognitive Coaching supports existing strengths and expands unexplored capacities through **questioning** and **reflection**

- Use questions to explore the thinking behind the practices
- Ask questions to reveal areas that may not be conscious to the coachee
- Through questioning, guide the coachee to make their own decisions about how to improve

What are some questions that you like to ask when coaching?



Invitational Questions (resource)

How might. . . What would . . What are some... What might be some... In what ways. . . How might you. . . As you... What seems. . . Given your. . . Based on... Reflecting on... As you...

Predict Recall Summarize Identify Describe Compare Contrast Prioritize Interpret Infer Conclude Connect Apply

Outcomes Curriculum Instructional strategies Student readiness Student behavior Student work Student engagement Performance standards Assessment results Expectations Lesson Materials Groups Classroom climate Procedures

The Art of Coaching: Effective Strategies for School Transformation - Elena Aguilar

Key Components

Wait Time

- After you ask a question
- After a response
- Before your next question

Bias

- Attaching value to an action \rightarrow "I like, I love, I feel, fantastic, etc."
 - I noticed how when you _____ the students _____ ...
 (identify something that worked and why it worked)
 - I'm interested in learning (or hearing) more about ...

*Adapted from the work of the Instructional Coaching Center - University of Kansas Center for Research on Learning





We will be recording...





The POP Cycle: What is it and how can Mentor Teachers support?

To ensure that our teacher candidates are highly prepared, self-reflective practitioners who have the skills and knowledge needed to positively impact student learning for

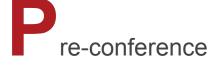
ALL students.



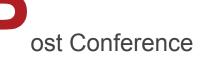


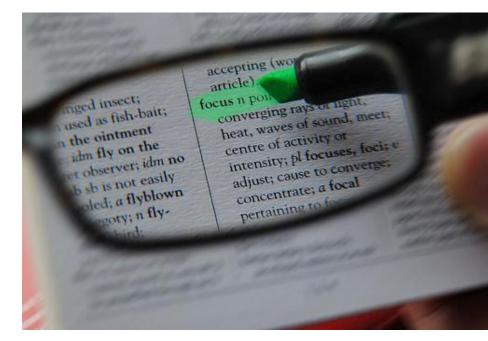


What is the POP Cycle?



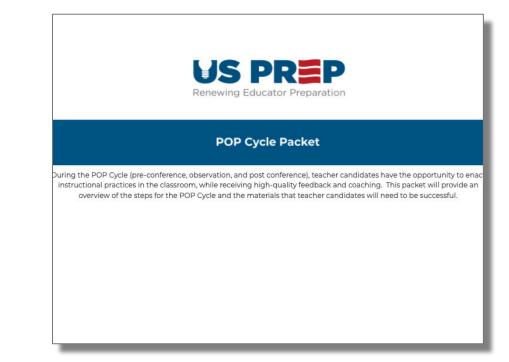






Formal Observations: The POP Cycle

Teacher Candidates need opportunities to enact best practices in the classroom and receive high-quality and focused feedback.



click the image to open resource



What we already know...

Use the chat feature to answer the question:

• What is the purpose of pre-conferencing?





Pre-Conference Discussion Guide Steps

Link to Guide

- 1. Preparation
- 2. Standards, objectives and sub-objectives
- 3. Assessment
- 4. Instructional Delivery



Discuss

In your small group review the Pre-Conference Guide and discuss the following:

Mentor Teachers How will you support your teacher candidate to prepare for the preconference?

Teacher Candidates

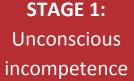
How will the preconference prepare you for your formal observation lesson?



The university supervisor will collect evidence and low-inference notes. After the observation, they will review the notes to identify <u>one</u> area of strength and <u>one</u> area of growth based on your institution's instructional rubric.



Purpose of the Post-Conference



STAGE 2: Conscious incompetence

I know what I don't know.



I think about and work hard to show competence. STAGE 4: Unconscious competence

I stop having to think about the skill and can do it competently with little effort.

I don't know what I don't know.

<u>Purpose</u>

The Post-Conference is a conversation between the coach and the Teacher Candidate. The Teacher Candidate should be doing at least 50% of the talking.

- This can be a big change for candidates who are used to listening the majority of the time.
- This will support teacher candidates build their vocabulary around teaching practices and identify specific actions that impact student learning.



Post-conferences provide coaches the unique opportunity to promote teacher candidate growth and lead novice educators in the type of reflection and analysis of student work that leads to actionable next steps in the classroom. One overarching goal of post-conferencing novices during the performance assessment cycle is to ensure they develop skills and practices in providing educational equity in their classrooms.



Post-Conference Discussion Guide Steps

Link to Guide

- 1. Opening
- 2. Teacher Candidate

Reflection

- 3. Reinforcement
- 4. Refinement

5. Closing



Discuss

In your small group review the Post-Conference Guide and discuss the following:

Mentor Teachers How will you support your teacher candidate for the post-conference?

Teacher Candidates

What can you do to be prepared for the postconference?



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1:50Break2:00Academic Feedback: In the mome3:30Closing

Goal Review and Connect

AM

- The importance of coaching and being coached
- The POP Cycle
- High Quality Feedback

PM

- Continue morning goals by:
 - Reflecting on a Post Conference
 - Reflecting on written feedback

We will be recording...





A Post Conference Example







What did the coach do well and what was the impact on the teacher candidate?

What could the coach have done differently to improve her effectiveness of the post-conference?

What will you keep in mind as you prepare for post-conferencing?

Making Thinking Visible







Coaching Moves:

Making our Thinking Visible









In the Padlet, answer the following:

What do you <u>want</u> your coaching experience to be during the residency?

What skills or habits of mind will you commit to to make your coaching experience a success?





Feedback Survey



