

# McNeese & US PREP Faculty PD: Coaching and Critical Conversations

November 18, 2021



Click on slides to advance.



Renewing Educator Preparation

# Virtual 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 and last name (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
- Small group breakouts
- Journaling
- Break planned

# Welcome and Check In

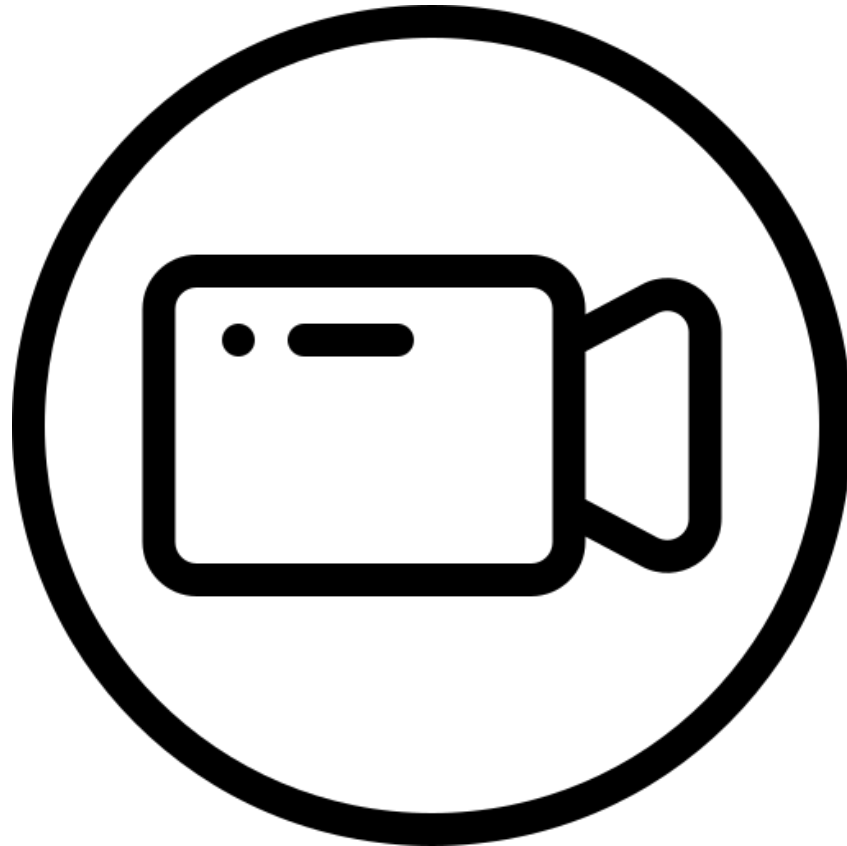


## Social Emotional Check-Ins!



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We will be recording...



# Goals

- Reflect on the reasons why we avoid crucial conversations.
- Describe the steps for having a crucial conversation.
- Practice scripting a crucial conversation using a scenario.



# Crucial Conversations

# Reasons for Avoiding Hard (Crucial) Conversations

1. I don't want to be mean.
2. I am not comfortable when other people cry.
3. I am not sure it will make a difference.
4. I don't want to make a big deal.
5. I'm not sure I'll say the right thing.
6. I know he/she has a lot going on right now.



# What are the consequences for avoiding the conversation?

1. For PK12 students?
2. For the teacher candidate?
3. For you?





# Our Call to Action

WHO



WHAT



HOW



Equity

# Our Call to Action in Coaching

WHO

Mentor  
Teachers  
&  
Teacher  
Candidates



WHAT

Committing to  
honest & supportive  
coaching



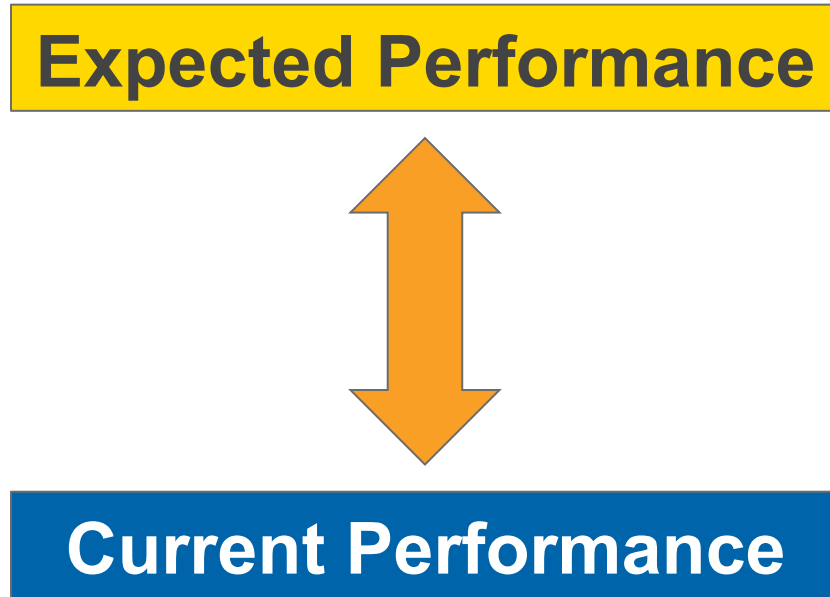
HOW

Through common  
goals, evidence  
and impact-based  
feedback in  
coaching  
conversations



Equity

## The Performance Gap/Unfinished Learning



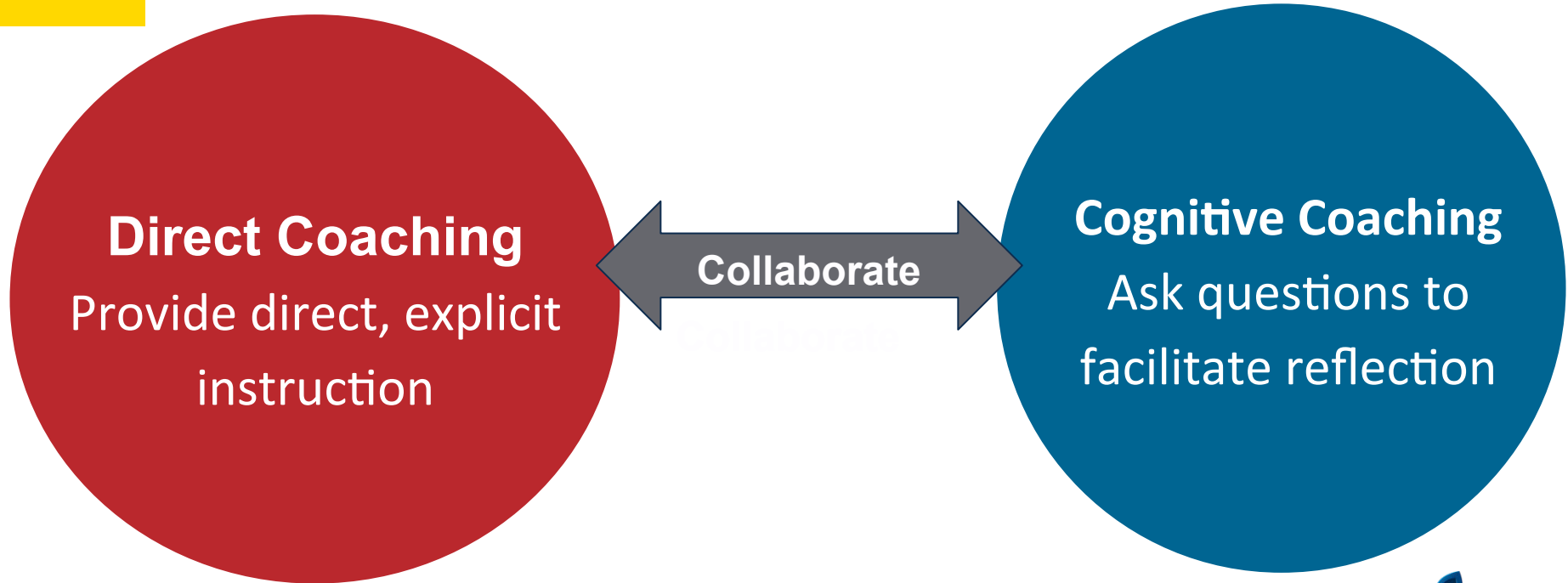
When there is a gap:

- Be specific
- ID Support
- Create a timeline
- Follow-up!

“Clear is kind. Unclear is unkind.”

—Brené Brown—

# Coaching Continuum



# Consult - Directive Coaching

- **Step 1:** Coach provides specific *evidence*
- **Step 2:** Coach provides specific, actionable feedback/next steps (& *may provide a MODEL*)
- **Step 3:** Teacher Candidate commits to action and rehearses

# Scripting a Crucial Conversation

1. Seek for understanding. Set the tone and purpose of the conversation.	Ask for clarification to avoid assumptions. State the WHY.
2. Name the point professionally.	Name the issue using the rubric, school or university policy.
3. Give specific examples - focus on behaviors.	Use only one or two. Name specific behaviors rather than traits.
4. Describe the effect of behavior.	Describe the consequences of this behavior on others and describe the impact.
5. State your wish to resolve the issue and open the discussion.	Stay open with your comments and your body. Listen and stay present in the dialogue.

# Scripting a Crucial Conversation - EXAMPLE

**Issue: Teacher Candidate does not come planned with lessons.**

1. Seek for understanding. Set the tone and purpose of the conversation.	I'd like to talk to you today about having your lessons planned. I know you have a lot on your plate. How are you adjusting to balancing all of the tasks?
2. Name the point professionally.	According to the McNeese handbook, you are required to have your lesson plans before teaching.
3. Give specific examples - focus on behaviors.	Last Friday, Monday and today you arrived without your lesson plans and did not have materials ready.
4. Describe the effect of behavior.	Guided: When you are not prepared, how might that impact student learning? Directive: When you are not prepared, students lose instructional time.
5. State your wish to resolve the issue and open the discussion.	Starting today, send me your lesson plans 24 hours in advance so I can provide feedback. How can I support you to meet this expectation?



# Breakout Groups



- Select a scenario.
- Use the script structure to craft a conversation with the teacher candidate.
- Discuss the realities of having the conversation with your own teacher candidate.

## Scenario Options

1. Your teacher candidate does not use proper grammar when talking to students.
2. Your teacher candidate is often late and unprepared to start instruction on time.
3. Your teacher candidate is not using your feedback to adjust his instruction.
4. Your teacher candidate is frequently sitting at her laptop at her desk doing homework for her courses instead of working with students.
5. Your teacher candidate does not use proper grammar when talking to students.

## Share Out

**What is one idea that you will take with you this week ?**





# Feedback Survey

# THANK YOU

