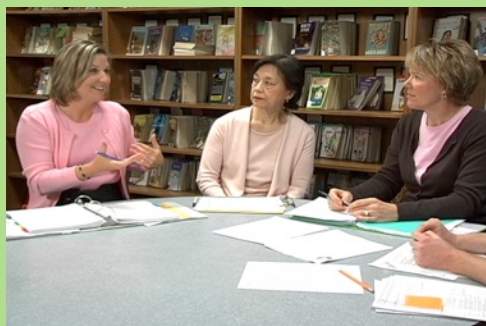
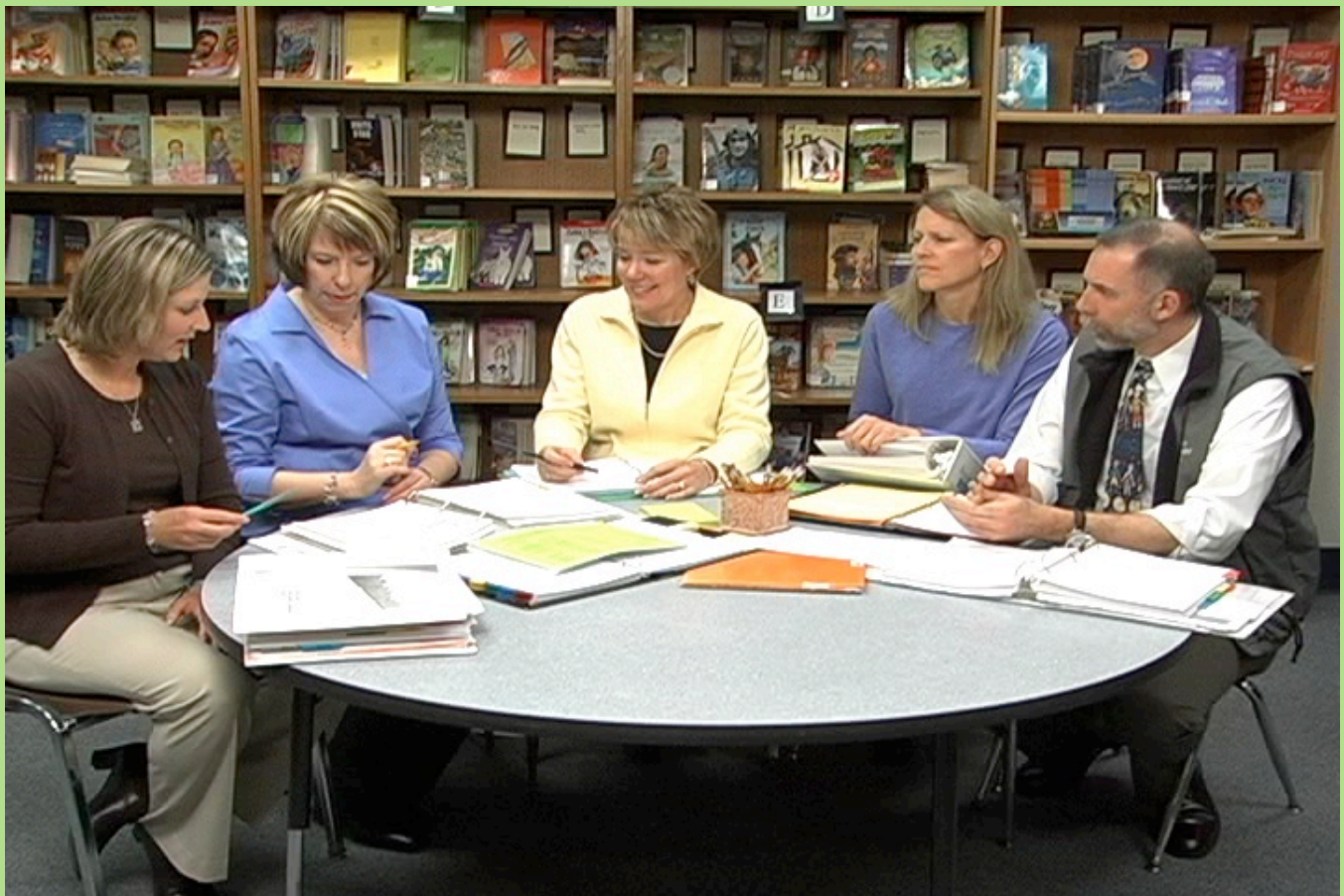




## Workshop Guide

# Inside Leadership



## **Introduction**

Gail and Joan discuss the three leadership principles they believe are universal:

- Change comes from within and takes time;
- Teachers need choice; and
- Expectations and routines must be clear for meetings and coaching sessions.

In your role, which principles do you think are in place? Which are more challenging?

## **Program 1: Grade-Level Team Meetings**

Gail and Joan begin this segment by sharing the key principles that work for running effective meetings. Look at the four principles below and discuss the ones that you feel comfortable with, and those that are challenges:

- Start and end on time;
- Everyone brings required materials;
- Focus on students; and
- Every voice is heard.

### **4th Grade Meeting**

This grade level team meets weekly. What are the expectations for your team meetings?

The focus of this meeting is on students and instruction. How do you focus your meetings? What problems do you have in keeping the focus?

This conversation clearly builds on prior meetings. How do you connect meetings so that the conversation is ongoing, without starting from scratch with new thinking during each meeting?

Who facilitates your meetings? What is the role of the facilitator?

The goals of the meeting are stated by the facilitator/coach at the beginning of the meeting. Who sets goals in your team meetings?

Gail mentions that in her role as coach, she takes on many roles in the meetings. How is that similar to or different from the role of the coach in your meetings?

The CAFÉ menu provides an anchor for conversations. Do you use the CAFÉ menu as your anchor? How are participants encouraged to use it in meetings?

The teachers in this group were comfortable working together, asking each other questions and analyzing assessments together. Are the groups you are part of comfortable with this type of collaboration? If not, how might you build that level of trust?

It is important to build from a child's strengths, but tempting in meetings like this to focus on deficits. How do you work to balance discussions of strengths and deficits in meetings?

Much was accomplished in this meeting. What led to the efficiency of the meeting? What might you try in your own meetings after watching this one?

Gail asks teachers, "When do you do this on your own? How do you find the time to really look at assessments and help them inform your instruction?" How do you support teachers as they go off on their own following a meeting?

Gail is writing in a notebook. How are meeting ideas recorded to better inform future meetings? What other purpose might these notes serve?

There are clearly teachers of different experience levels at the meeting. How do the principles that Gail and Joan support teachers regardless of their experience level? What challenges do you have when meeting with teachers of different experience levels?

A few scoring issues came up that required a broader conversation, one beyond just the grade level. How are issues like these addressed at your school?

The teachers had similar binders for the meeting. What tools do your teachers have to make meetings more efficient and productive?

Gail is clearly the facilitator of the group, but she does not dictate where the meeting goes. What routine is in place to allow the group to guide the direction of the meeting?

The group set goals together for the next meeting. How is this similar to or different from the way your group plans meetings?

## **Meeting Debrief**

What is the purpose of the debrief?

How does a debrief like this help future meetings?

How do you make time for debriefs in your school? Who is involved? What thoughts do you bring back to the whole group?

Discuss the pros and cons of protocols/frameworks for meetings.

## **2nd Grade Team: Conference Discussion**

Teachers in the group each have a system for their assessments, but each has figured out a way to make it work for her. Why is this better than dictating how the assessment binder must be organized? How do you balance shared expectations with teacher choice?

Teachers in this group spend a great deal of time sharing successes and struggles. How do you build this time into your meetings? Do you think that it is important?

Teachers were comfortable sharing the challenges they were facing. What do you think was in place that allowed that level of comfort?

## **3rd Grade Team: Test Preparation Discussion**

This is a very small team-only two teachers and two coaches. Think about the principles discussed earlier in the video, and the ways they work regardless of group size.

This meeting focused mostly on celebrating the things that were going well, and instructional strategies the teachers were trying since the last meeting. Why is this an effective use of time?

## **Program 2: Coaching in Classrooms**

### **Introduction**

Gail and Joan state that the goal of coaching sessions is always to help the teacher become more reflective. How do your coaching sessions meet this goal?

Three principles are followed for coaching sessions:

- Ask what the teacher wants to learn;
- Decide who teaches; and
- Begin the debrief with observations.
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Discuss these principles, as well as similarities or differences in your school's coaching protocols.

At the end of the introduction, Joan says, "No two coaching sessions are alike." Discuss this. How do you balance consistency and flexibility when coaching?

### **Check for Understanding: Small Group Grades K-2**

Joan taught this lesson. How do you determine who will teach the lesson in a coaching situation? How does the experience change based on who teaches?

Joan took all of the notes to free the teacher up to only watching and analyzing the lesson. What are the different roles of the observer in your coaching sessions?

Since Joan is not the classroom teacher, it is important that she connect the conversation to the classroom. She does this by using the CAFÉ menu anchor chart. Discuss the ways that you connect to previous classroom learning when someone other than the classroom teacher instructs.

In the debrief, Joan and Carrie talked about students and the changes they saw, what worked, and where to go next. How do you keep a focus on students in your debrief? Do you think focusing on student learning is the key to this type of coaching session? Why or why not?

## **Read to Someone: Checkmark Lesson Grades K-2**

The goal of this lesson was to revisit a routine because it was getting stagnant. Discuss the different purposes that coaching happens in your building. Which are the most effective?

Natalie talks about the tangible checkmark being just what they needed to be reminded of this strategy. What are some ways you give students tangible reminders until they can practice strategies independently?

The classroom teacher does most of the talking in this debrief. She is very excited about the growth in her students. Who does most of the talking in your debrief sessions? How can you encourage more of this type of debrief from the classroom teacher, and less talk from the coach?

## **Vocabulary: Small Group Grades K-2**

In the early grades, much of the early work in each lesson focuses on reminding students of CAFÉ menu strategies to get them better acquainted with the menu. Why is this important? How do you determine whether students understand the language you are using about reading, or whether you need a review like the one at the beginning of this video segment?

This coaching situation involves both the coach and the teacher. When might you team teach as part of a coaching session? Why did this work for this lesson?

The teacher and coach planned this lesson together. Although they didn't have a script, both were clear on the goal. How much of your coaching time is spent planning with the classroom teacher?

In the debrief, Joan led the teacher by using guided questions to help her think about the lesson. What types of guided questions do you use to help teachers be reflective?

## **Picking a Partner: Whole-Class Lesson K-2**

The coach and teacher work together in this lesson. How do you find ways to team in presenting lessons?

Smooth routines in a classroom are a key to student independence. When does it make sense for coaching to happen when introducing a new routine?

How does this session meet the teacher's goals?

In the debrief, the classroom teacher identifies other issues with choosing a partner that will need follow-up. How does Joan support new goal setting with the teacher?

### **Conferring: Accuracy Focus Kindergarten**

When Joan meets with the classroom teacher to plan before the conference, he shares his goals with her. He is not sure about the next steps for this student. How much of your coaching ties into specific student needs?

The teacher has a notebook that he continues to go back to that includes information about the student. What items do teachers and coaches bring to preplanning meetings to be more efficient and effective?

There are some things as a coach that you know about certain grade levels based on experiences or patterns you see across classes. Joan discusses an issue that is typical of kindergarten students. How does this knowledge support the teacher's goal?

Although they plan together, Joan is clear that she isn't sure where this will go and they'll have to see. How do you decide when to go with the plan, and when to abandon it in the midst of a lesson when coaching?

Sometimes teachers want a coach as an extra set of eyes to determine where to go next with a student. How much coaching time is spent on this type of work?

Following the conference, Joan asks the teacher if what he saw matches what he knows about the student. They work together to set goals. How do you use what you find out in assessment and blend it with that of the classroom teacher's knowledge?

Is most of your coaching in whole class, small group or conferring situations? How do you balance these types of coaching sessions to meet teacher need?

### **Conferring: Vocabulary Focus Grade 4**

This preplanning session happens in the teacher's classroom. Where do you meet with teachers for coaching sessions? What is the benefit of meeting in the teacher's space?

As the teacher talks, Gail identifies some goals that the teacher mentions along the way. Do you go directly with what the teacher asks for in a coaching session or do you listen for other subtle hints about needs?

Gail is honest with the student about his role. Even the debrief happens with the student involved. Do students that you work with understand that teachers and coaches are also learning? How might this understanding support both student and teacher learning?

### **Conferring: Inferring Focus Grade 4**

In this clip, Gail and the teacher are working on the same goal but this time the teacher takes the lead while Gail watches. When working with individual teachers, do you balance out the teaching so that each of you get a chance to teach in coaching situations? Or do you find that for some teachers you are always teaching or always observing? What kind of balance tends to be most effective?