

# **Lastinger Certified Peer Teacher M-DCPS iHEAT Initiative**

## **Session 1: Your Role as a Teacher Leader, Coach & Peer Teacher**

### **August 19, 2013**

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#### Institute Overview

The mission of the Lastinger Center for Learning is to develop master teachers who ignite learning by ALL students. We do this with an intentional focus on improving teacher learning and practice, and by helping schools and districts develop the structures, conditions, and supports to best foster continuous teacher learning throughout the school year. A key structure for developing master teachers is instructional coaching. This institute is designed to provide participants with an understanding of collaborative peer coaching, coaching tools and techniques, and a guided field experience to increase their coaching efficacy in working with peer teachers. More specifically the institute is designed to accomplish the following goals.

#### Intended Outcomes

By the end of the institute we anticipate that each participant will:

- Understand principles of adult learning and the coaching structure needed to support adult learning;
- Deepen knowledge of effective communication strategies;
- Learn the components of a comprehensive framework for effective teaching;
- Link the key components of the comprehensive framework to IPEGS and to the instructional shifts required for teaching Common Core State Standards;
- Deepen knowledge of the role of a coach and peer evaluator focused on issues and questions that are relevant to her/his colleagues and essential to improving teaching and learning;
- Learn fundamentals of coaching that supports collaborative learning by teachers:
  - a. Develop skills to facilitate a community of practice (CoP) focused on pedagogical issues and questions, with particular emphasis on the instructional shifts required to meet common core state standards.
  - b. Practice selection of teacher friendly readings to facilitate teacher understanding of key instructional strategies.
  - c. Practice strategies for engaging in reflective discourse based on ideas contained in different kinds of "texts."
  - d. Understand and practice methods for selecting a focus for coaching, developing an effective data display, conducting a coaching conversation about professional practice and setting goals for instructional improvement.
- Read and reflect on literature related to coaching, peer evaluators, communities of practice and providing feedback;

#### Goals for Session One

- Understand the iHEAT Peer Teacher role and responsibilities
- Examine the key principles of adult learning and how they connect to coaching.
- Define the key skills of coaching
- Identify attributes of an effective coach.
- Recognize effective communication skills.
- Reflect and share own journey as a teacher leader.

Opening Moves

8:00 – 9:30

Registration & Refreshments

Zen Cards

Review Goals and Agenda

Suggested Agreements

IHEAT Peer Teacher Job Description

9:30- 10:15

Collaborative Assessment Conference

- Description
- Inquiry
- Speculation
- Implications

Break

10:15 – 10:30

Focusing on Adult Learning

10:30 – 11:00

Presentation, reflection and sharing

Defining Key Coaching Skills

11:00 – 12:00

1. Select a quote and reflect on these questions:
  - *What is your reaction to this quote?*
  - *Do any experiences surface for you as a teacher or coach?*
2. Share your quote and thoughts during the Block Party.

Surfacing Ideas about Great Coaching

In your group generate a list of attributes of highly successful coaches (think beyond school based coaches- athletic coaches, musical coaches, etc...)

Share out and create comprehensive list

Visible Evaluation

Place a sticky dot next to the two attributes you think are most important.

Lunch

12:00 – 12:45

Energizer

12:45 – 1:15

Traffic Jam

Constructivist Listening Dyad

1:15 – 1:45

“Listening is such a simple act. It requires us to be present, and takes practice, but we don’t have to do anything else. We don’t have to advise, or coach, or sound wise. We just have to be willing to sit there and listen. If we can do that, we create moments in which real healing is available.” ~ *M. Wheatley*

I agree to **listen** to and **think** about you in exchange for you doing the same for me.

*Dyad 1: What are the strengths you bring to the position of Peer Teacher?*

*Dyad 2: What skills will you need to develop more fully in order to be an effective Coach?*

Working from the Inside Out: My Journey as a Teacher Leader

1:45-3:15

Create your Storyboard

Prompt: *What has been your journey as a teacher leader? What have been the attempts, the stops and starts, the hits and misses? How has this work deepened collaboration with teachers? How has this collaboration affected other aspects of your practice?*

- Collect
- Reflect
- Connect

Closing Moves

3:15 – 3:30

Review Home Learning:

1. Read, Instructional Coaching- The Importance of Using Multiple Instructional Framework and the Lastinger Framework.
2. Review IPEGS Procedural Handbook
3. Read the article “The Coach and the Evaluator” by Tschannen-Moran, B., & Tschannen-Moran, M. (2011).

Session Reflections

# Sample Norms

The following is a list of sample agreements or norms to help get your thinking started. As a group, choose 3 or 4 that you think would be helpful as we work together or make up some of your own.

- Watch you airtime
- Listen for understanding
- Maintain confidentiality
- Be brave
- Expect to be disturbed
- Take responsibility for your own learning
- Be fully present
- Support each other's learning
- If you wonder, ask!
- Participate
- Speak your truth
- Acknowledge each other as equals
- Assume good will
- Be open to outcome
- Have fun



# Collaborative Assessment Conference Analysis Sheet

**1. Description - Just the facts please...** Carefully examine the document(s), artifact(s), and object(s) in question. Note specific elements that you can observe without judgement or evaluation.

**2. Inquiry -** What questions does the information raise for you? What do you wonder?

**3. Speculation -** How do you interpret the information? What are the authors working on ... trying to solve ... value ... assume ... ?

**4. Implications -** What implication can draw from this job description about your role as a peer teacher? The goals of the iHEAT initiative?

# Coaching Quotes for Block Party

The quotes were taken from the following article:

Tschannen-Moran, B., & Tschannen-Moran, M. (2011). *The coach and the evaluator*. *Educational Leadership*, 69(2), 10-16.

Criticism stings, even when it's offered with the best of intentions. It can provoke frustration, fear and a sense of failure. It can stimulate resentment and resistance, undermine self-efficacy, and increase unwillingness to change. In short, it can make performance improvement less, rather than more, likely.

To facilitate learning, coaches must take off the expert hat, asking rather than telling, in order to assist teachers to adapt recommendations and find their own best way forward. Authentic coaching puts teachers at the center of their professional learning. They own the process. They're animated, energized—and in charge.

On the one hand, evaluation is a grading of an individual's performance. On the other hand, most supervisors hope this assessment will improve that performance. They may set performance-improvement goals in light of the assessment, with or without the threat of negative consequences if the employee doesn't meet those goals. They may also offer resources, such as mentoring, coaching, and training, to assist the professional in his or her efforts. But these approaches typically generate little growth.

Encouraging teachers to clarify what they want and need, to build on their strengths, and to experiment in the service of mutually agreed-on goals empowers them to take more initiative and responsibility for their own learning and professional development.

Educators are familiar with the well-worn choreography of the typical supervisory conference: "Three to glow on, three to grow on." Three compliments regarding things the supervisor likes, followed by three suggestions for improvement. Three steps forward, three steps back. But those three steps back cover a lot more territory than the three steps forward.

A common mistake is to link evaluation and coaching as cause and effect. It's tempting for evaluators to identify deficiencies and then specify coaching as a remediation strategy. This turns coaching into a consequence of a poor evaluation and termination into a consequence of failed coaching. Another mistake is to use coaching as a data source for evaluation. It's tempting for an administrator to ask a coach for information regarding teacher performance. Tying evaluation and coaching together in these ways compromises both functions.



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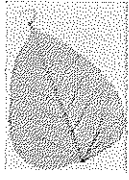
## Block Party A Pre-Reading Text-Based Activity

*Adapted by Debbie Bambino from Kylene Beers pre-reading strategy*

This activity can be used with a variety of texts, poems, articles or whole books. It works well with large groups.

1. Facilitator writes quotes on index cards prior to session. You may choose one quote per participant, or repeat some quotes.
2. Participants randomly select quotes/cards and spend a few minutes reflecting upon their quote's meaning for them and their work. (3 minutes)
3. Participants mingle and share quotes in pairs. Participants are encouraged to share with three other participants in 5 minute segments. (15 minutes)
4. (Optional) Form triads or quads and share quotes and insights about the text and its implications for our work. (Extension: Speculate on the purpose/origin of the text.) (12-15 minutes)
5. Whole group sharing of ideas and questions raised by the experience. This can be done popcorn style or as a round, but is usually not a conversation. (10-12 minutes)
6. Facilitator shares the source of the quotes, posting the link, distributing the article etc. for future work. (1 minute)
7. Debrief the process (5 minutes)

*Note: At the National Facilitator's Meeting in Chicago the following possibilities were shared: 1) Have participants exchange cards/quotes after each round. 2) Use this format to share end of year reflections or start up aspirations. 3) Using quotes from longer pieces can open up the conversation in large, mixed groups where students and family members might have previously been excluded from the discussion of the material.*



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## Traffic Jam

*Developed in the field by educators affiliated with NSRF.*

### Goal

To move all the players from one side of the playing board to the other side, and vice versa.

### Rules

1. Only one player may move at a time.
2. A player may only move forward (towards the square at the top of the playing board). Players may not move backwards at any time during the game.
3. A player may only move not an open space.
4. A player may only "jump" past a player from the opposite side.
5. Players may talk.
6. You may start over again (from the beginning) when the two sides get into "traffic jam".

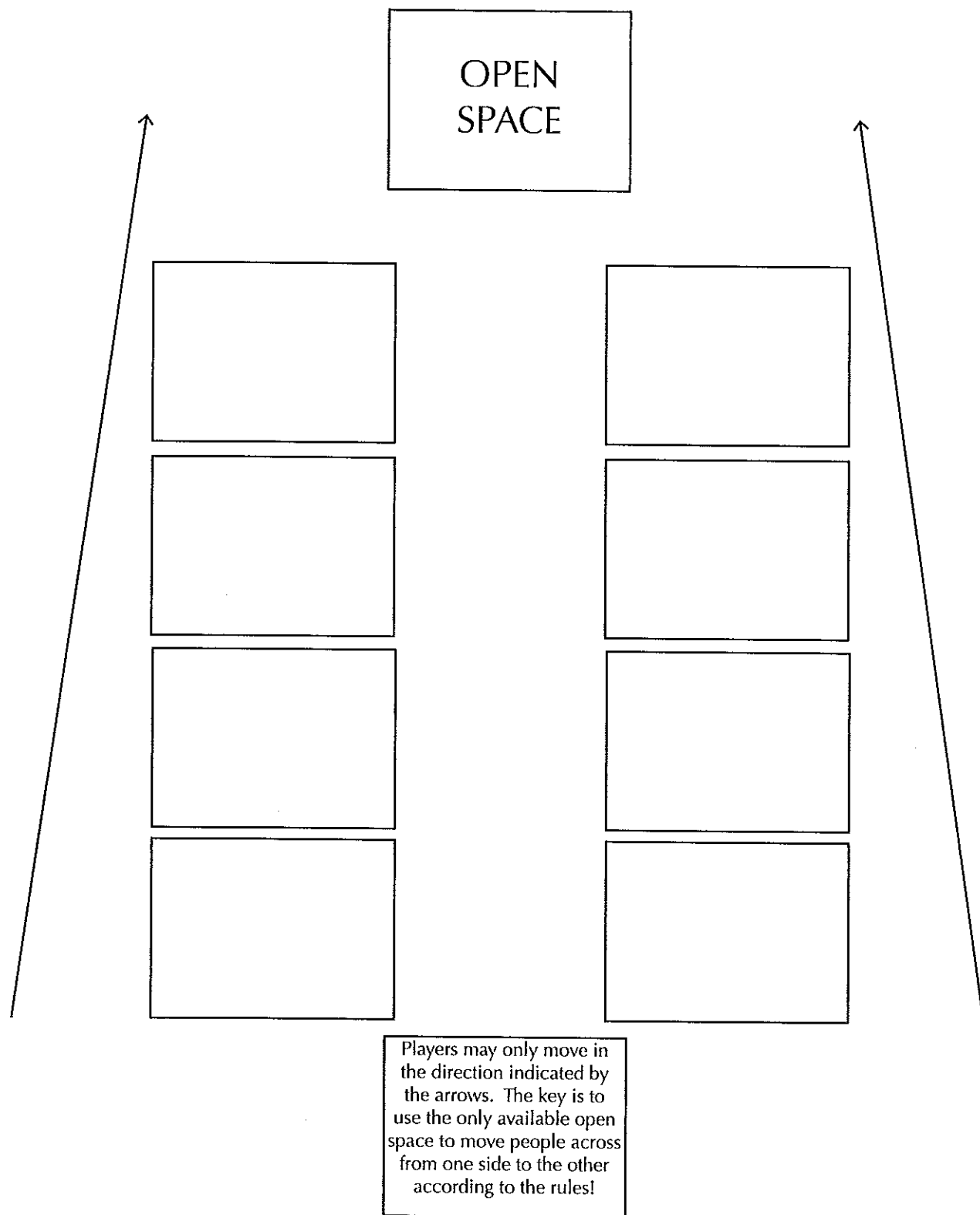
Once your team has successfully completed the task, do it once more without talking so you are sure every member of your team understands how it was done. If you finish before the other teams, talk about how your group solved the problem. Some questions to guide your discussion are:

1. What strategies did your team use to solve the problem? What would you do differently a second time around?
2. How involved were all members of the group? How did you feel about this? How well were the resources of team members used?
3. What was communication like in the group?
4. What roles did the group members assume? How did they affect the groups ability to work as a team and to complete the assigned task?
5. How were decisions made? How was this decided, and how did you all know you all agreed?

### Directions for Set Up

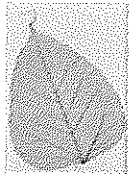
- Set up groups of eight. You may wish to use an additional participant as an observer who will later report back to the group his/her observation of how the group handled the task and the specific behaviors observed.
- For each group of eight, have 9 pieces of 8.5 X 11 paper (colored paper would be nice) – one for each of the eight participants to stand on one extra piece to mark the "open" space indicated below.
- Set up your team according to the diagram below and review the rules carefully to make sure everyone understands.

After you have done the above steps, set up the sheets of paper on the floor as indicated here:



Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group<sup>®</sup> and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at [www.nsrffharmony.org](http://www.nsrffharmony.org).





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## The Constructivist Listening Dyad

*Adapted from the National Coalition for Equity in Education by Victor Cary*

### **Purpose**

To create a safe space to become better at listening and talking in depth. Constructivist listening dyads help us as we work through feelings, thoughts, and beliefs that sometimes produce anger, passivity, undermine confidence, or cause interference in relationships with students or colleagues.

**Time allotted:** 2 to 30 minutes

**Group format:** Pairs.

**Supplies:** A timer

**Facilitation tips:** Talk about the purpose of a constructivist listening dyad.

The simplest form of doing constructivist listening is a **dyad**, which is the exchange of constructivist listening between two people....

I agree to listen to and think about you for a fixed period of time in exchange for you doing the same for me. I keep in my mind that my listening is for your benefit so I do not ask questions for my information.

Start with two minutes — at first it may seem difficult. But participants, over the course of time, may work their way up to 5-8 minutes and more each. *Remind participants that the purpose of a constructivist listening dyad is that the listening is for the benefit of the talker.* This is an essential point to access the usefulness and power of a constructivist listening dyad.

### **Guidelines for Constructivist Listening:**

- 1) Each person is given equal time to talk. (Everyone deserves to be listened to.)
- 2) The listener does not interpret, paraphrase, analyze, give advice or break in with a personal story. (People can solve their own problems.)
- 3) Confidentiality is maintained. (People need to know they can be completely authentic.)
- 4) The talker does not criticize or complain about a listener(s) or about mutual colleagues during their time to talk. (A person cannot listen well when she/he is feeling attacked or defensive.)

### **The Activity:**

1. Each person will have two minutes or more to respond to a prompt. It is very useful to scaffold the prompts.  
Ex: When is the last time you remembered being fully listened too? How did it feel?  
Growing up, what was your experience as a learner? What felt supportive? What interfered with your learning?  
How did race, class or gender impact your experience as a learner in school?

### **Reflection questions following the activity:**

- What came up for you using this structure? What came up for you reflecting on the prompt?
- What worked for you? What was difficult for you?
- What purpose do you think it might serve?
- When could it be used?

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## **WORKING FROM THE INSIDE OUT: THE PERSONAL JOURNEY OF TEACHER LEADER**

Work with whatever context in which you tried to coach/facilitate a group of colleagues—grade level team, faculty meetings, and/or during PLC meetings. This is not an art project. The storyboard is only meant to be a tool to tell a story – it is meant to take the viewer from one panel to the next.

### **Collect**

1. Write a brief summary of your experiences as a Teacher Leader. This can be a narrative, a brief paragraph, and/or a bulleted chronology of events/work.

Prompt: What has been your journey as a Teacher Leader? What have been the attempts, the stops and starts, the hits and misses? How has this work deepened collaboration in your grade level and/or school? How has this collaboration affected other aspects of your practice? Use words to tell the story of your experience. (5 minutes)

### **Reflect**

2. Go back to the writing, and circle key events, insights, and actions, and create a list of these key events, insights, and actions. (5 minutes)

3. Using the words that describe these key events, insights, and actions, draw a series of images that tell your story. Then, title or caption each panel with a word or a phrase – these may come from the list you created in #2. (15 minutes)

4. Stand in front of your storyboard. [The facilitator then says the following slowly (giving people time to identify the appropriate images in their story boards):

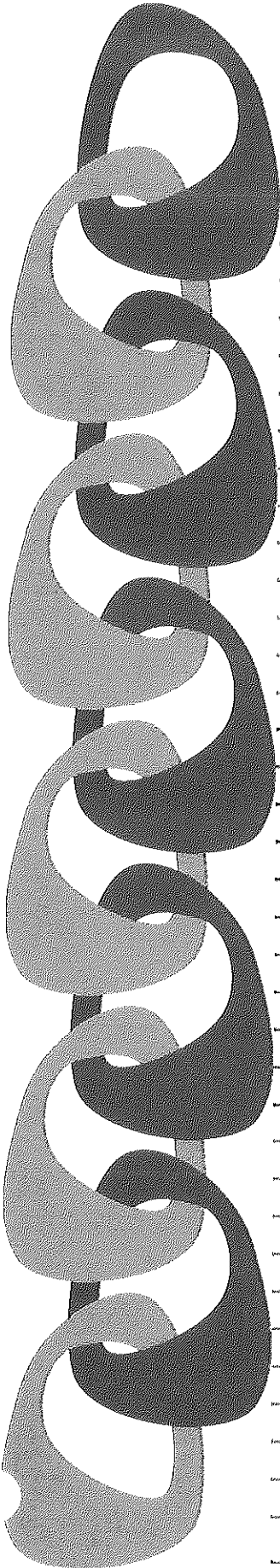
- a) Put a **C** next to the greatest moment or moments of comfort
- b) Put an **I** next to the places or times you had your greatest insight(s)
- c) Put an **F** next to the places or times you had your greatest frustration(s)
- d) Put an **S** for when you stalled or got stuck and a **CF** for a time when you wished you had a colleague standing over your shoulder. (5 minutes)

### **Connect**

- a) Gallery Walk: What do you see?
- b) Look for Patterns
- c) Note your Questions
- d) Make Observations (10 minutes)

5. Large group debrief:

- a) What are the implications, directions, and imperatives of what you saw?
- b) Look back at your storyboard, and choose a significant moment – significant because it raises a question for you as a coach/teacher/educator. What are these moments and what questions do they raise?
- c) What actions do these moments and questions suggest we might take as we move into the next phase of your work as a PLC/COP Coach? (10 minutes)



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