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| **Nevada ECE Leadership Series** |
| Session 4 |
|  |

Group Problem Solving

*Opening & Reflection*

**Open your data tracker and review the data you brought with you today (“before” and “after” observation data for promoting conversation skills).**

Compare the “before” and “after” observation ratings for promoting conversation skills.

* **Before** delivering your session: How many teachers were rated Proficient? Developing? Minimally Effective? Ineffective?
* **After** delivering your session: How many teachers were rated Proficient? Developing? Minimally Effective? Ineffective?
* Which teachers improved? Were there any that didn’t? Why do you think that is? What did or did not surprise you about your results?
* What do you want to continue to do to support teachers using conversation and the TALK strategy to promote oral language development?

Do Now

*Analyzing Classroom Observation Data*

Reflect on the successes and challenges of the past month of classroom observations in your center or school using the new rubric:

* + On a scale from 1 to 5: How confident are you in **identifying** a high-impact key lever for teachers based on observation data? How effective were you in **planning your time** to prioritize classroom observations and feedback this month?
  + If you are in a non-director role: How confident do you feel in supporting other leaders in this skill?
  + Why did you rate yourself this way? What will it take to feel more confident next month?

Leadership Series Data Tracking Tool

*Analyzing Classroom Observation Data*

**Review the data you have collected on teacher performance in language and literacy instruction.**

What trends did you notice amongst your teachers? If you are in a non-leader role: What trends did you notice across the centers that you support?

* + - Which teachers grew? Stayed the same? Did any regress? What are your hypotheses about your teachers’ performance?
    - Where are your teachers performing well overall?
    - What are the common growth areas? (Check where their key levers are falling in particular.)

Observation Data Reflection

*Analyzing Classroom Observation Data*

**Review the observation reports that you completed. Individually respond to the guiding questions.**

For each competency, provide each teacher’s rating and key lever in the chart below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher Name | BOLS Rating | WT Rating | BK Rating | Key Lever |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

* Reflect on the key levers from the observation reports. What trends did you notice amongst your teachers? Is there consistency amongst what teachers need to do to improve their language and literacy skills? If yes, why do you think this is? If not, why do you think this is?

Sharing Your Data

*Analyzing Classroom Observation Data*

**Share your data with your partner:**

1. Swap your chart that has your scores and key levers with your elbow partner. Spend a few minutes reading the data and key levers and comparing the key levers they wrote against the criteria for effective key levers.
2. Provide your partner with one glow and one grow regarding the key levers they identified.
3. Share your reflections on the trends that you are noticing within your classrooms and centers. Are you noticing similar things across your centers? Having similar or different challenges and successes?

Debrief and Reflection

*Analyzing Classroom Observation Data*

Leaders:

* What steps will you take during and after your observations to make sure you continue to identify effective key levers for your teachers?
* How will you plan your time to ensure you are leading effective coaching conversations to communicate those key levers?

If you are in a non-leader role:

* Where do you see your role supporting leaders in this work?
* How might these strategies and techniques support you in your own role?

Do Now

*Developing Teachers by Providing Effective Feedback*

**Think about a time when you received a particularly helpful piece of feedback on your own performance (as a leader/coach or otherwise):**

* What about that feedback made it so helpful?
* How was that feedback delivered?
* What was the outcome after you applied that feedback?

Composing a Coaching Conversation: Big Picture

*Developing Teachers by Providing Effective Feedback*

**Key Idea:** The purpose of a coaching conversation is to improve teacher performance. Your job during a coaching conversation is to communicate where a participant currently is and to improve his or her performance through targeted feedback, practice, and clear next steps.

Coaching conversations are a critical development opportunity for coaches to:

* Discuss and give direct feedback on the teacher’s performance
* Establish a shared understanding about teacher and student performance in the classroom and what the teacher should be focusing on in their development to enhance student performance
* Build your teachers’ skills through on-the-spot practice

|  |  |  |
| --- | --- | --- |
| **Conversation Component** | **Corresponding Coaching Techniques** | **Notes** |
| Prepare & Plan | Observe and take low-inference notes  *Hone In* on a Key Lever |  |
| **Opening** | ***Check the Temperature*** |  |
| **Direct Feedback** | ***Share the Key Lever***  ***Map the Conversation*** |  |
| Model | *Paint a Picture of Excellence* |  |
| Practice | *Practice It* |  |
| Follow-Up | *SMART Next Steps*  *Create a Development Plan* |  |

Coaching Conversations: A Model

*Developing Teachers by* *Providing Effective Feedback*

**Live Model:**

**Imagine that I am a coach for Ms. Nancy.** I am going to model several components and strategies used during a coaching conversation. Over the course of this session, we will dig deeply into each strategy and component.

**As you watch our conversation:**

* Take notes on how I open and provide feedback in the coaching conversation. What do I say? How do I say it?

Coaching Conversations: Debrief

*Developing Teachers by* *Providing Effective Feedback*

**At your tables:**

* Turn to the Coaching Conversations Feedback Cheat Sheet. Note that right now this sheet only details the “Opening” and “Direct Feedback” sections of coaching conversations.
* Debrief with your tables what you noticed that was effective in the model. Connect what you noticed to the Coaching Conversations Feedback Cheat Sheet.

Feedback Cheat Sheet: Coaching Conversations

*Developing Teachers by* *Providing Effective Feedback*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | **Constructive Feedback**  “Great job…”  “Next time try…” |
| **Look/listen for…** | **Opening** | *Check the Temperature* | * Asking a relationship building question, like “How are you?” * Share a positive that you noticed during the lesson or an area in which they have improved * Asking about student learning in the lesson you observed, like “How did your students do on the exit tickets for the lesson I observed?” * Making your opening shorter |
| **Direct Feedback** | *Share the Key Lever* | * Referring to a hard copy of the rubric * Incorporating more data from your observation notes * Telling the story of the ratings, i.e. “You’re minimally effective here because …” * Being direct and supportive with your feedback * Narrowing your focus to fewer development areas * Clearly stating the indicator of the rubric you’d like the teacher to improve * Including a rationale for why this key lever is the most important thing to develop * Setting a clear goal for teacher improvement |
| *Map the Conversation* | * Sharing a clear agenda at the beginning of the conversation * Stating directly what the growth area is so teachers understand what they are working on. * Sharing the time frame for the conversation before you start * Adjusting your tone to convey urgency * Adjusting your tone to feel less rushed |

Coaching Conversations: Opening

*Developing Teachers by* *Providing Effective Feedback*

**Key Idea:** In the opening of your coaching conversation, you will *Check the Temperature*. This is your opportunity to establish rapport with your teacher, provide them with praise by narrating the positive things you noticed in their classroom, and set a positive tone for the overall conversation.

**To effectively *Check the Temperature*:**

* Ask a **relationship-building** question
* **Share one or two quick “glows”**—what the teacher did well and should continue doing
* Connect back to what you’ve been working on and **share progress** observed (this is an essential action that should be incorporated every time).
  + “We set a goal last week of \_\_\_\_\_\_\_ and I noticed how you [met goal] by [state concrete positive action]. What made that successful? What was the impact?”
* Ask about **student learning** in the lesson you observed:
  + “What did you hope students would accomplish in this lesson? Did your students reach your goal for this lesson? How do you know?”
* Limit this piece of the conversation to **2-3 minutes**.

Opening the Conversation: Plan and Practice

*Developing Teachers by* *Providing Effective Feedback*

**Plan:**

1. Choose one teacher who you observed. You will plan the Opening section of the coaching conversation for this teacher. If you are in a non-director role: Either pair up with your leader, or, if you also have teachers you observed, practice for yourself!
2. Using what you have just learned about opening a coaching conversation, script what you would say to this teacher to *Check the Temperature*. Remember that it should only be 2-3 minutes long.

|  |  |
| --- | --- |
| **Opening:**  This is your opportunity to establish rapport with your teacher, provide them with praise by narrating the positive, and set a positive tone for the overall conversation. Use the strategy of *Check the Temperature* for this component of the coaching conversation. |  |

**Practice:**

1. When prompted by the facilitator, you will practice delivering the Opening portion of your conversation with your elbow partner. The person who has been in education longest will go first.
2. After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Check the Temperature* **only**.
3. After receiving the feedback, the original leader will update/revise their script, and re-practice, incorporating the feedback.
4. Once the original leader has re-practiced, switch roles and repeat.

Reflecting on *Check the Temperature*

*Developing Teachers by* *Providing Effective Feedback*

If you were going to describe the *Check the Temperature* strategy to another leader who was not here today, how would you describe it? What are the most important things to remember when you *Check the Temperature* effectively?

When I used *Check the Temperature* in the models, what did I say? What was the teacher’s reaction? How did it set up the rest of the conversation?

Coaching Conversations: Direct Feedback

*Developing Teachers by* *Providing Effective Feedback*

**Key Idea:** When you deliver feedback during the coaching conversation, you will use two strategies: *Share the Key Lever* and *Map the Conversation*. In this portion of the coaching conversation, the teacher should have a clear understanding of the growth area you are working on, why that skill is important, and what you are going to do in the conversation to build that skill.

**To effectively *Share the Key Lever*:**

* Share concrete evidence from the observation that illuminates key lever you want the teacher to develop:
  + Show a video of the moment in the class that clearly demonstrates the problem. “What are the students doing? What are you doing?”
  + “Do you remember what happened in class when \_\_\_? [Teacher IDs what happened; coach provides data if teacher cannot]
  + Use the observation evidence to explain what the teacher needs to improve.
* Share rubric data, where appropriate. Share your assessment of their rating, using the rubric language to deliver the feedback.

**To effectively *Map the Conversation*:**

* Frame the specific, high-impact key lever as the bite-sized goal for the conversation.
* Outline the agenda of what will come next in the conversation.

Delivering Feedback: Best Practices

*Developing Teachers by* *Providing Effective Feedback*

**Key Idea:** When you deliver your feedback, you want to make sure you are being **direct and supportive**.

**Directions:** Revise the two pieces of feedback below to be direct and supportive.

|  |  |  |
| --- | --- | --- |
|  | **Non-Example** | **Revision** |
| Direct, but Unsupportive: | “80 percent of your students failed to participate in centers correctly. This is unacceptable; more than half your students aren’t learning.” |  |
| Indirect, but Supportive: | “It seemed like there were some students who didn’t totally understand the work of their centers. At one point I counted 15 kids who weren’t engaged in their center, but maybe they were just switching into a new center. I’m sure you would have addressed it if students weren’t in their appropriate centers.” |

Direct Feedback: Plan and Practice

*Developing Teachers by* *Providing Effective Feedback*

**Plan:**

1. Continue focusing on the teacher that you have already started planning a coaching conversation for. If you are in a non-leader role: pair back up with your leader or continue on your own.
2. Using what you have just learned about *Share the Key Lever* and *Map the Conversation*, script what you would say to this teacher to begin delivering direct feedback.

|  |  |  |
| --- | --- | --- |
| **Direct Feedback:** The teacher should have a clear understanding of the growth area you are working on, why that skill is important, and what you are going to do in the conversation to build that skill. | *Share the Key Lever* |  |
| *Map the Conversation* |  |

**Practice:**

1. When prompted by the facilitator, you will practice delivering the “Deliver Feedback” portion of your conversation with your elbow partner. The person who went first in the original practice will continue to go first.
2. After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Share the Key Lever* and *Map the Conversation* **only**.
3. After receiving the feedback, the original leader will update/revise their script, and re-practice, incorporating the feedback.
4. Once the original leader has re-practiced, switch roles and repeat.

Direct Feedback: Reflection

*Developing Teachers by* *Providing Effective Feedback*

**Write and Share:**

* With your elbow partner, summarize the “Direct Feedback” portion of the coaching conversation, especially *Share the Key Lever* and *Map the Conversation*. Write down your summary on a post-it and swap with another pair.
* Compare your summaries and note any similarities, differences, or things that were missed. Update your own summary, then post it on the Parking Lot.

**Discuss:**

* How is this similar or different to how you currently approach coaching conversations? Where have you seen success? Where do you face challenges?

Putting It All Together: Opening and Direct Feedback

*Developing Teachers by* *Providing Effective Feedback*

**Choose another teacher who you observed prior to this session.**

Spend the next few minutes planning the Opening and Direct Feedback elements of the coaching conversation for your second teacher. Script exactly what you will say in the conversation.

|  |  |
| --- | --- |
| **Opening:**  This is your opportunity to establish rapport with your teacher, provide them with praise by narrating the positive, and set a positive tone for the overall conversation. Use the strategy of *Check the Temperature* for this component of the coaching conversation. |  |

|  |  |  |
| --- | --- | --- |
| **Direct Feedback:** The teacher should have a clear understanding of the growth area you are working on, why that skill is important, and what you are going to do in the conversation to build that skill. | *Share the Key Lever* |  |
| *Map the Conversation* |  |

Exit Ticket

*Developing Teachers by* *Providing Effective Feedback*

**Respond to the following questions:**

**Leaders:**

* Which coaching strategy or strategies do you feel most confident in? Why?
* Which coaching strategy do you think you will struggle with the most? Why?
* What are your next steps to apply this to your own practice?
* How will you use the strategies you learned today to coach and develop your teachers right away?

**If you are in a non-leader role:**

* How do you see this work intersecting with your role?
* What are your next steps to apply this to your own practice?

Do Now

*Choosing Complex Texts for Read Alouds in Early Childhood*

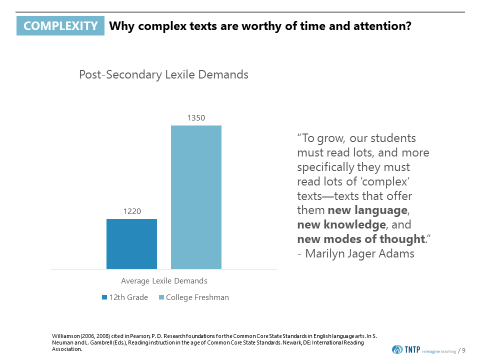
**Take a few minutes to respond to the following questions:**

How would you describe a complex, worthwhile text for use in a read aloud in a birth-four classroom? What characteristics would the book have?

Why is it important to read complex texts to our youngest learners?

Why are complex texts worthy of time and attention?

*Choosing Complex Texts for Read Alouds in Early Childhood*



The Developmental Trajectory of Reading Comprehension Skills

*Choosing Complex Texts for Read Alouds in Early Childhood*

**Directions:**

1. Spend several minutes **independently reading the following:**

* Pre-K Standards, Standard 2.0 Reading Strategies
* Pre-K Standards, Standard 3.0 Literary Text
* Pre-K Standards, Standard 4.0 Expository Text
* Infant and Toddler Early Learning Guidelines, Pre-Reading and Pre-Writing (for each age group)

1. **Highlight any standards** you notice that pertain specifically to: **engaging students with complex texts, using texts in read aloud, and/or reading & listening comprehension** across the ages.
2. **Map the major milestones** that students will hit at each age (specifically for engaging with complex texts) in your handouts.
3. Be prepared to **share your takeaways**!

**Reading Comprehension Developmental Trajectory:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Birth-1 Year** | **1-2 Years** | **2-3 Years** | **3-4 Years** |
|  |  |  |  |

Worthwhile Texts: Focus Areas in Observations

*Choosing Complex Texts for Read Alouds in Early Childhood*

|  |  |
| --- | --- |
| **FOCUS AREA** | **OBSERVATION TOOL** |
| Text-Centered | Most the activity is spent listening to, reading, writing, speaking or drawing about text(s). |
| Complexity | The text(s) are at or above the complexity level expected for the age group and time in the school year. |
| Knowledge | The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated. |

Defining Complex Texts

*Choosing Complex Texts for Read Alouds in Early Childhood*

|  |  |  |
| --- | --- | --- |
| **FEATURE** | **DEFINITION** | **NOTES** |
| Engaging, complex plot | An engaging, complex plot will interest readers and drives their desire to know what happens next, especially in relation to a story’s resolution.  The main idea and problem of the story often need to be inferred; students need to use critical thinking to figure it out. |  |
| Round, well-defined characters | Round characters (rather than flat or one-dimensional) are dynamic, changing, and malleable and have clear personalities.  In contrast, flat (stock) characters are stable, fixed, and unresponsive to differences.    Round characters are like real people—they act, think, and speak differently depending on the immediate context |  |
| Rich language | Rich language includes words and phrases that develop complex meaning and vivid imagery for the reader. Such text introduces young readers to words that may be new or somewhat unknown, Tier 2 words, as well as to familiar words used in new ways (e.g., figurative language).  Texts with rich language require students to build understanding of the vocabulary and meaning of the words in order to understand the text as a whole. |  |
| Engaging, complex illustrations | High-quality narrative picture books involve a blending of text and illustration to construct meaning. The meaning from the text and the illustrations are interconnected so that the whole is greater than the sum of its parts.  Complex illustrations aren’t simply literal interpretations of the text, but often require some other background knowledge or inferences in order to understand their meaning.  Illustrations should be visually interesting and worth examining closely. |  |

Pause & Reflect

*Choosing Complex Texts for Read Alouds in Early Childhood*

**Reflect on the questions below:**

Which features of text complexity resonate with you the most?

Are there other features you would include in your definition of complex texts?

Analyzing Complex Texts: Group Practice – *Peter’s Chair*

*Choosing Complex Texts for Read Alouds in Early Childhood*

|  |  |
| --- | --- |
| **FEATURE** | **ANALYSIS** |
| Engaging, complex plot | Yes/No/Somewhat  Evidence/Examples: |
| Round, well-defined characters | Yes/No/Somewhat  Evidence/Examples: |
| Rich language | Yes/No/Somewhat  Evidence/Examples: |
| Engaging, complex illustrations | Yes/No/Somewhat  Evidence/Examples: |

Analyzing Complex Texts: Independent Practice, Part 1

*Choosing Complex Texts for Read Alouds in Early Childhood*

|  |  |
| --- | --- |
| **FEATURE** | **ANALYSIS** |
| Engaging, complex plot | Yes/No/Somewhat  Evidence/Examples: |
| Round, well-defined characters | Yes/No/Somewhat  Evidence/Examples: |
| Rich language | Yes/No/Somewhat  Evidence/Examples: |
| Engaging, complex illustrations | Yes/No/Somewhat  Evidence/Examples: |

Text Quality

*Choosing Complex Texts for Read Alouds in Early Childhood*



## **Independent Practice, Part II:**

**Ask yourself:**

1. Does the text build students’ knowledge of the world around them? Are texts sequenced in a way that builds deeper knowledge over time, rather than bouncing from topic to topic?
2. Is the text worth reading and re-reading? Are there layers of meaning, complex language, etc. that are worth students digging into and exploring?

Putting It All Together

*Choosing Complex Texts for Read Alouds in Early Childhood*

|  |  |
| --- | --- |
| **FEATURE** | **ANALYSIS** |
| Engaging, complex plot | Yes/No/Somewhat  Evidence/Examples: |
| Round, well-defined characters | Yes/No/Somewhat  Evidence/Examples: |
| Rich language | Yes/No/Somewhat  Evidence/Examples: |
| Engaging, complex illustrations | Yes/No/Somewhat  Evidence/Examples: |

1. Does the text build students’ knowledge of the world around them? Are texts sequenced in a way that builds deeper knowledge over time, rather than bouncing from topic to topic?
2. Is the text worth reading and re-reading? Are there layers of meaning, complex language, etc. that are worth students digging into and exploring?

Reflection

*Choosing Complex Texts for Read Alouds in Early Childhood*

**Reflect on the questions below:**

* How will using complex texts in read alouds support student literacy outcomes in your center or school?
* How will you hold teachers accountable to using complex texts for their read alouds?

Leader Planning Time/Exit Ticket

*Choosing Complex Texts for Read Alouds in Early Childhood*

**Take the next several minutes to create a plan for how you will take this content back to your team.**

* When will you deliver this content to your staff? (Remember: we expect you to share this content by the Session 6 Leadership Series training.)
* How will you deliver content to your staff? (One whole-group two-hour professional development? Smaller groups? Smaller chunks of time? Direct facilitation vs. small group planning?)
* How will you support your team in choosing complex texts? What tools will you create and provide them with?
* What challenges do you anticipate your staff may have with this?
* What is something you will do differently during your literacy observations because of today’s session?

Next Steps for Session 5

*Session 4 Leadership Series Closing*

**Prior to our next Leadership Series training:**

**Teacher Observations:**

* Observe and rate three teachers. Complete an individual observation report for each teacher.
* Hone in on a key development lever for each teacher, and script the opening and direct feedback sections of your coaching conversation.
* Bring observation reports, key levers, and coaching conversation notes for those three teachers to Session 5.
* Continue to conduct observations, record ratings, and lead coaching conversations for all teachers. Bring observation ratings for all teachers with you to Session 5, for data entry and reflection.

Classroom Observation Report

|  |  |
| --- | --- |
| Teacher Name |  |
| Time of Day (read aloud, centers, etc.) |  |

Observation Notes

*Use this section to record your notes (running record) for the observation.*

|  |
| --- |
| **NOTES** |
|  |

Observation Ratings(1 = Ineffective; 2 = Approaching Developing; 3 = Developing; 4 = Proficient)

|  |  |
| --- | --- |
| **COMPETENCY** | **RATING** |
| Building Oral Language Skills |  |
| Worthwhile Texts |  |
| Building Knowledge by Engaging with Texts |  |

Observation Evidence

*In this section, provide a summary of the objective evidence gathered during your classroom observation in support of the rating assigned for each competency.*

|  |  |
| --- | --- |
| **BUILDING ORAL LANGUAGE SKILLS** | **RATING:** |
| Evidence Summary | |
|  | |

|  |  |
| --- | --- |
| **WORTHWHILE TEXTS** | **RATING:** |
| Evidence Summary | |
|  | |
| **BUILDING KNOWLEDGE** | **RATING:** |
| Evidence Summary | |
|  | |

**Feedback**

*Use this section to identify the key lever for improving this teacher’s performance and your evidence to support this.*

|  |
| --- |
| **KEY LEVER FOR IMPROVEMENT** |
| Focus Area:  Rationale: |