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| **Nevada ECE Leadership Series** |
| Session 5 |
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Reflecting on the Coaching Strategies

*Opening & Reflection*

**Reflect on using the *Check the Temperature*, *Share the Key Lever*, and *Map the Conversation* strategies. (If you need a reminder about these strategies, check page 4 of your handouts.)**

* **If you are a school or center leader:**
  + How have you applied these 3 strategies in the past month?
  + What impact have these strategies had on the coaching of your teachers?
  + What has been coming naturally to you? What has been challenging?
* **If you are in a non-leader role:**
  + How have you supported other leader(s) in using these strategies over the past month?
  + Where have you noticed leaders having success with these strategies? What is still posing challenges?

Do Now

*Analyzing Classroom Observation Data*

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

* + On a scale from 1 to 5: How confident are you in **communicating** a key lever to your individual teachers during coaching conversations?
  + If you are in a non-leader role: How confident do you feel in supporting other leader(s) in these skills?
  + Why did you rate yourself this way? What will it take to feel more confident next month?

Entering Your Observation Data

*Analyzing Classroom Observation Data*

**After you have entered your data, individually reflect on the questions below:**

* What trends did you notice amongst your teachers?
  + - 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.)

Revisiting Coaching Conversation Techniques

*Analyzing Classroom Observation Data*

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| **Stage of Conversation** | **Conversation Technique** | **Description** |
| Opening | *Check the Temperature* | 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. |
| Direct Feedback | *Share the Key Lever* | When you *Share the Key Lever*, you communicate to your teacher exactly what skill you want them to help develop. You provide observation data and rationale to make sure the teacher understands what they will be working on and why it is so crucial. |
| Direct Feedback | *Map the Conversation* | When you *Map the Conversation*, you specifically frame your goal(s) for the outcome of the coaching conversation and provide an agenda for the rest of the conversation. |

Plan a Coaching Conversation

*Analyzing Classroom Observation Data*

**Plan the Opening and Direct Feedback components of a coaching conversation for one teacher you observed prior to today’s session. Script exactly what you will say in the conversation.**

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| **Opening:** *Check the Temperature* |  |
| **Direct Feedback:** *Share the Key Lever* |  |
| **Direct Feedback:** *Map the Conversation* |  |

Feedback Cheat Sheet

*Analyzing Classroom Observation Data*

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| --- | --- | --- | --- |
|  |  | | **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 |

Debrief and Reflection

*Analyzing Classroom Observation Data*

**Reflect individually on the following questions:**

**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 all of this work?
* How might these strategies and techniques support you in your own role?

Do Now

*Developing Teachers by Using Modeling and Practice*

**Over the course of the Leadership Series, you have seen several examples of modeling, as well as the power of practice in action. Think back to those experiences and respond to the following questions:**

* How would you define “modeling”? How has it helped you as a learner in previous sessions?
* What is a time that you have practiced something in the past? What did you practice and what was the result?

The Power of Practice: Pair and Share

*Developing Teachers by Using Modeling and Practice*

**Discuss the following with your elbow partner:**

* What are some of the likely benefits of using modeling and practice in the teaching profession? In coaching and debrief conversations?
* How is this similar to how you learned to improve as a teacher (if applicable)? How is it different?

* As you start to think about using modeling and practice as a development tool for your teachers, how do you think they will respond?

Coaching Conversations: The Big Picture

*Developing Teachers by Using Modeling and Practice*

**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

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| **Conversation Component** | **Corresponding Coaching Technique(s)** |
| Prepare and 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* |

Using Modeling and Practice: A Model

*Developing Teachers by Using Modeling and Practice*

Watch the live model of me using modeling and practice with Ms. Nancy, the teacher we have been working with the past two months.

**As you watch the coaching conversation, take notes on the following:**

* How do I use modeling to help Ms. Nancy understand where she needs to develop? What do I do and say?
* How do I facilitate Ms. Nancy’s practice in this conversation? What do I do to make sure she is practicing effectively?

Coaching Conversations: Modeling

*Developing Teachers by Using Modeling and Practice*

**Key Idea:** In your coaching conversations, you should *Paint a Picture of Excellence* by describing the specific skill you want the teacher to acquire in sharp detail, including both how it should be implemented and why it is crucial for student achievement.

**To effectively *Paint a Picture of Excellence*:**

* First, **describe the most important elements** of the skill you want the teacher to develop.

Pro tip: have the teacher take notes as you describe the skill, or provide them with this key information

* **SHOW the skill “in action”** to your teacher:
  + Stand up and **model the skill yourself**, as though you were the teacher (be authentic with your teacher persona)
  + **Show a video** of the skill being done effectively
* Reflect on the model by **asking the teacher what they noticed in your model**. They should be able to name the key things you did to effectively model the specific skill they are developing.
* **Make sure to plan your model in advance**! You want to make sure that you are truly showing “excellence” to your teachers. Model the skill exactly the way you will want your teachers to practice it.

**Video Analysis:**

**Watch the short video that shows *Paint a Picture of Excellence* in action. As you watch, reflect on the following:**

* Where do you notice the criteria for *Paint a Picture of Excellence* being used effectively in this example?
* What are the benefits of modeling skills for your teachers? What are the benefits of debriefing your model before immediately moving onto practice?

*Paint a Picture of Excellence*: Plan and Practice

*Developing Teachers by Using Modeling and Practice*

**Plan:**

1. Go back to the teacher whose coaching conversation you were planning in the previous session. You will now plan the Model section of a coaching conversation for this teacher.
2. Using what you have just learned about using modeling in a coaching conversation, script what you would say to this teacher to *Paint a Picture of Excellence*. Remember to carefully plan exactly what you will model.

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| **Model:**  This is your opportunity to tell and show your teacher in extreme detail exactly what you want them to do. Use *Paint a Picture of Excellence* to demonstrate through live modeling or video exactly what execution of the target skill should look and sound like. |  |

**Practice:**

1. When prompted by the facilitator, you will practice delivering the Model portion of your conversation with your elbow partner. The person who is wearing the most colors will go first.
2. After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Paint a Picture of Excellence* **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.

Feedback Cheat Sheet: Coaching Conversations

*Developing Teachers by Using Modeling and Practice*

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|  |  | | **Constructive Feedback**  “Great job…”  “Next time try…” |
| **Look/listen for…** | **Model** | *Paint a Picture of Excellence* | * Providing a specific description of the skill before jumping into a model * Telling the teacher exactly what to look for/notice as you model * Modeling the target skill yourself * Using a more authentic teacher persona * Making your model more clear * Debriefing the model with your teacher immediately afterwards |
| **Practice** | *Practice It* | * Getting to practice sooner * Narrowing the goal of your practice so that you’re targeting very specific skills * Starting with a more foundational or isolated skill before you ask for your teacher to practice complex skills or integrate multiple skills at one time * Asking your teacher to copy your model exactly before s/he makes it his or her own * Providing your teacher a bite-sized piece of feedback after their first round of practice, and asking him or her to do it again * Practicing again so that you’re confident that the teacher is ready to execute the skill in his or her next lesson * Re-modeling the target skill if the teacher continues to struggle |

Coaching Conversations: Practice

*Developing Teachers by Using Modeling and Practice*

**Key Idea:** When you identify a skill gap that you plan to focus on with your teacher, practice during a coaching conversation is a reliable way to kick off development and set the table for rapid improvement. Along with *Paint a Picture of Excellence*, *Practice It* is the most indispensable part of any coaching conversation.

**To effectively *Practice It*:**

* Have a **specific goal** in mind so you know exactly what you are looking for as the teacher practices
* Go from **simple to complex**—give opportunities to practice in stages by allowing the teacher to get comfortable with small chunks and layering on complexity
* If your teacher is struggling, **give a quick model** of what you are looking for again or make your model even more specific
* Insist that your teacher **practice exactly the way that you modeled a skill**
* After a round of practice, **provide a bite-sized way** that the teacher can continue to improve in a second round of practice
* **Get past nice** as you provide feedback, but limit yourself to concise, bite-size chunks

**Video Analysis:**

**Watch this short video that shows *Practice It* in action. As you watch, reflect on the following:**

* Where do you notice the criteria for *Practice It* being used effectively in this example?
* What are the benefits of having your teachers practice techniques offstage? Why is it important to practice multiple times, with feedback in between each round?

*Practice It*: Plan and Practice

*Developing Teachers by Using Modeling and Practice*

**Plan:**

1. Continue focusing on the teacher that you have already started planning a coaching conversation for.
2. Using what you have just learned about *Practice It*, script what you would say to this teacher to facilitate practice during the coaching conversation. **You should also script what you would expect your teacher to say/do during practice so your expectations are clear and you’ll know what to push for.**

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| **Practice:** The teacher engages in multiple rounds of active practice in their full teacher persona. This provides the teacher the opportunity to refine and internalize the new teaching technique and get feedback to continue to improve their execution. |  |

**Practice:**

1. When prompted by the facilitator, you will practice delivering the Practice 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 *Practice It* **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.

*Practice It*: Reflection

*Developing Teachers by Using Modeling and Practice*

**Write and Share:**

* What are the most important things to consider and remember when using *Practice It* in coaching conversations?
* What are potential pitfalls to avoid? What are the best ways to support teachers who continue to struggle?

Putting It All Together: Model and Practice

*Developing Teachers by Using Modeling and Practice*

While it may seem a bit counter-intuitive, planning the Model and Practice are often the best things to plan first when you have identified a key lever and are preparing for a coaching conversation. Once you know what skill you want your teacher to improve, you then need to plan for how they need to practice to master that skill.

**With that in mind:**

* Choose another teacher who you observed prior to this session.
* Spend the next few minutes planning the Model and Practice elements of the coaching conversation for your second teacher. Script exactly what you will say in the conversation, especially the model.

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| **Model:**  This is your opportunity to tell and show your teacher in extreme detail exactly what you want them to do. Use *Paint a Picture of Excellence* to demonstrate through live modeling or video exactly what execution of the target skill should look and sound like. |  |

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| **Practice:** The teacher engages in multiple rounds of active practice in their full teacher persona. This provides the teacher the opportunity to refine and internalize the new teaching technique and get feedback to continue to improve their execution. |  |

Exit Ticket

*Developing Teachers by Using Modeling and Practice*

**Respond to the following questions on your exit ticket:**

* How confident do you currently feel in using *Paint a Picture of Excellence* and *Practice It*? What is coming naturally? What will you need to continue to develop?
* 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 (or leaders) right away?

Do Now

*Engaging with Vocabulary in Complex Texts*

During our teacher development sessions, there has been a distinct focus on building student language and vocabulary skills as well as using complex texts to build student comprehension. In our final session today, we will bring everything together by discussing how we can use complex vocabulary within high-quality texts to continue to build students’ expressive vocabulary and content knowledge.

**Reflect on the following questions:**

* How does your staff currently teach text-based vocabulary during read alouds?
* How do students practice vocabulary during read alouds?
* How does staff select focus vocabulary to teach through read alouds?

Revisiting the Importance of Vocabulary

*Engaging with Vocabulary in Complex Texts*

**We have spent a significant amount of time focusing on vocabulary in a variety of ways throughout the Leadership Series.**

* Why is developing our students’ vocabularies critically important? What is at stake?
* How will you continue to emphasize complex vocabulary in your center or school? In your classrooms?

The Planning Process

*Engaging with Vocabulary in Complex Texts*

Steps to Selecting Target Vocabulary

*Engaging with Vocabulary in Complex Texts*

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| **STEP 1** | Identify vocabulary that connects to the big idea of the story |
| **STEP 2** | Identify vocabulary that will build students’ content knowledge on a topic |
| **STEP 3** | Identify vocabulary terms that are complex and high-utility to build student language |
| **STEP 4** | Prioritize the vocabulary that you identified. Which terms will be most important for students to know in order to understand the story? Which vocabulary can be taught more briefly while reading? |

**Notes from Facilitator Model:**

This model will be done using the text *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page.

Partner Practice

*Engaging with Vocabulary in Complex Texts*

**With a partner at your table:**

* Choose one book for the two of you to dig into
* Quickly review the book
* Use the steps to select target vocabulary that you would want to teach students during this read aloud
* Be prepared to share and explain your choices!

**Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target Vocabulary:**
































# Reflecting on Vocabulary Selection

*Engaging with Vocabulary in Complex Texts*

How will this process support your teachers in choosing the very best vocabulary to teach their students during read alouds?

How does this connect to work we did earlier in the Leadership Series about promoting complex vocabulary through conversation and self- and parallel-talk?

When Should I Plan to Teach Vocabulary?

*Engaging with Vocabulary in Complex Texts*

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| THE SHORT ANSWER…​ | ​ | IN PLANNING AND EXECUTION…​ |
| ​ **ALL THE TIME!**We know that the more exposure students get to complex vocabulary, the stronger their receptive and expressive vocabularies will be. This is an approach of both quantity AND quality. Teaching complex vocabulary at all stages of a read aloud supports the language growth that is critically important to long-term student success.​ | ​ | ​ **Before the read aloud begins**: **Frontload**the most important 2-3 vocabulary terms.​  **Throughout the read aloud**: Draw student attention to and teach vocabulary as it occurs throughout in an **integrated** way.​  **After the read aloud: Connect and extend** the vocabulary into other elements of instruction.​ |

# Before: Frontloading

*Engaging with Vocabulary in Complex Texts*

**Key Idea:** Frontloading is when we **select 2-3 vocabulary words** that students will **need the most** in order to understand the text. These select words should be the highest utility to add to their vocabulary.

When we Frontload:

* We expose **students repeatedly to the word** itself, as well as a **tangible or photographic example** of that vocabulary word so they can visualize it.
* Then, **repeat the vocabulary word** several times and **have students chorally articulate** the word as well.
* If any of the words lend themselves to acting them out, **demonstrate the words through acting** and have students join in as well.

During: PAT the Vocabulary

*Engaging with Vocabulary in Complex Texts*

**Key Idea:** The Atlanta Speech School designed a highly effective strategy for teaching vocabulary authentically and intentionally throughout a read aloud called "PAT" the vocabulary.

**PAT is an acronym that stands for:**

* **P**oint: to illustrations in the book that match the vocabulary
* **A**ct: out words whose meanings can be shown through action or facial expressions
* **T**ell: the meaning of words that need to be defined to understand the story

When we “PAT” the vocabulary:

* First, flag additional vocabulary that you want to briefly highlight or explain in an integrated way during your reading of the text.
* Then, decide if you will point, act, or tell that word to your students. Have students engage with the vocabulary as well by chorally repeating the word, definition, and/or actions.

During: Text-Based Vocabulary Questions

*Engaging with Vocabulary in Complex Texts*

**Key Idea:** We already know that it is critical to have strong text-based questions so that students can engage with the content and big ideas within complex texts.

It is equally important to design questions that engage students specifically around vocabulary so that they have the opportunity to practice using and understanding target vocabulary to build content knowledge and vocabulary.

**To write text-based vocabulary questions:**

* Identify the vocabulary words that are most important for students to understand in order to engage with the content in the text.
* Write questions that:
* Include those vocabulary terms and ask students to use them in their response.
* Ask students to define or explain the vocabulary words.
* Ask students to apply those vocabulary terms in their thinking about the text (can also be integrated into a text-based content question).

**Sample text-based vocabulary questions:**

After: Extending

*Engaging with Vocabulary in Complex Texts*

**Key Idea:** Make sure the vocabulary that was highlighted **continues throughout the day**!

When we Extend the vocabulary:

* Initiate conversations with students that include that vocabulary
* Continue to utilize the vocabulary yourself so students continue to hear it
* Set up independent and guided learning activities that prompt students to utilize that vocabulary
* Make the vocabulary known to families so it can be reinforced at home

Planning to Teach Vocabulary in *What Do You Do With A Tail Like This?*

*Engaging with Vocabulary in Complex Texts*

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| **Time of Read Aloud** | **Target Vocabulary** | **How Students Will Be Exposed and Practice** |
| **Before Reading** | Capture  Leap  Squirt  Sting | **Frontloading:**  Students will hear and repeat each vocabulary word several times  Students will see an accompanying picture of the vocabulary word  Students will act out each vocabulary word by:   * Pretending to “capture” something in the air * Standing and taking a “leap” away from the carpet * Pretending to “squirt” a ketchup bottle * Pretending to be a bee and “sting”ing their leg |
| **During Reading** | Underground  Pesky  Stinky  Tiny  Clearly  Ledge | **PAT the Vocabulary:**  Underground, or “beneath the dirt” (point to picture)  Pesky, or “annoying”  Stinky, or “really smelly” (pinch nose)  Tiny, or “very, very small” (make very small motion with fingers)  Clearly, or “very well”  Ledge, or “cliff” (point to picture)  **Text-Based Vocabulary Questions:**  Why do you think moles make their way **underground**? What must it be like down there?  Why do mountain goats have to do so much **leaping**? What in the picture helped you figure that out?  What might it look like to **“capture”** something? |
| **After Reading** | All vocabulary from above | **Extend:**   * Students will be prompted to act out, draw, or write about all vocabulary in centers * Words will be posted on our unit vocabulary well and used repeatedly by staff * Students will choose one verb to act out from “before reading” when transitioning, lining up, etc. * Closing activity will be vocabulary charades during closing circle |

Planning to Teach Vocabulary: Independent Practice

*Engaging with Vocabulary in Complex Texts*

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| **Before Reading** | **Frontloading:** |
| **During Reading** | **PAT the Vocabulary:**  **Text-Based Vocabulary Questions:** |
| **After Reading** | **Extend:** |

Leader Planning Time/Exit Ticket

*Engaging with Vocabulary in Complex Texts*

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

* What are your key takeaways about designing and using text-based vocabulary?
* How will you support your teachers in using text-based vocabulary in their daily read alouds? What tools will you create and provide them with?
* What are you excited about and what challenges do you anticipate?
* When and how will you deliver this content to your staff?

Next Steps

*Closing and Reflection*

**Prior to Session 6 Leadership Series training:**

**Session Delivery:**

* Implement the teacher development session: **Choosing and Using Complex Texts in Early Childhood** (if you haven’t already)
* Collect the exit tickets from the session. Bring those exit tickets to Session 6.
* As you observe teachers during read alouds, note which books they’re reading and if they meet the criteria for being a complex text.

**Teacher Observations:**

* Input any current teacher observation data that you may have not gotten to during our time together today.
* Observe and rate three teachers.
  + Complete an individual observation report for each teacher.
  + Hone in on a key development lever for each teacher, script the opening of the coaching conversation, the model and practice portions. Execute the three coaching conversations.
  + Bring observation reports and coaching conversation notes for those three teachers to Session 6.
  + Continue to conduct observations, record ratings, and lead coaching conversations for all teachers. Enter ratings regularly into your trackers. (No need to complete full observation reports for all observations.)