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| **Nevada ECE Leadership Series** |
| Session 6 |
|  |

Reflect on Your Data

*Opening & Reflection*

**Review the data you brought with you today (Exit Tickets from the Complex Text session and notes on books teachers are using for their read alouds):**

* Dig into the exit tickets from the Complex Text session you facilitated for your teachers in the past month.
  + How are your teachers planning to choose their texts moving forward? What ideas did they have to ensure they are choosing complex texts?
  + What lingering questions did your teachers have? What parts of the session pushed their thinking? What support will they still need from you?
  + What feedback did they provide on your facilitation? How will this inform your facilitation style moving forward?
* Consider the texts you have recently seen your teachers use, both before and after the Complex Text session.
* Have you noticed a change in the kinds of texts that teachers are using for their read alouds?
* How will you continue to ensure quality texts are at the center of read alouds at your center or school?

Individual Reflection

*Opening & Reflection*

Think about all of your experiences facilitating teacher development sessions over the past several months. Reflect on the following questions:

* What has the overall response of your staff been to these teacher development sessions? What changes have you noticed in your teachers since delivering these sessions?
* What steps will you take to make sure your teachers continue to get the content and development they need to increase student learning?
* How will you hold yourself accountable for continuing to deliver critical ECE content to your teachers following the conclusion of the Leadership Series? **(Copy your response to this question onto a post-it and stick onto the chart.)**

Do Now

*Using Data to Plan a Coaching Conversation*

**Respond to the following questions:**

Reflect on successes and challenges of the fifth month of classroom observations in your center or school, and the first in using all our coaching strategies together:

* + What went well when using the modeling and practice strategies to plan and execute your coaching conversations?
  + How confident are you in **planning** your coaching conversations effectively? How confident are you in **facilitating** your coaching conversations effectively?

Entering Your Data

*Analyzing Classroom Observation Data*

**Enter your data:**

1. Log into your data tracker.
2. Enter your ratings, evidence, **and key lever** for the teachers that you observed in the past month.
3. If you are in a non-leader role: After logging in, please circulate around to your leaders as they enter their data to be thought partners or troubleshoot.

**Reflection:**

* 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.)

Plan a Coaching Conversation

*Analyzing Classroom Observation Data*

**Directions:**

1. **Independently:** Script a Coaching Conversation for a teacher, using the Feedback Cheat Sheet and Coaching Conversation Planning Template for support.
2. In your Coaching Conversation, make sure you have each of the following components:

* *Check the Temperature*
* *Share the Key Lever*
* *Map the Conversation*
* *Paint a Picture of Excellence*
* *Practice It*

1. When prompted, swap scripts with a partner, get and give feedback using the Feedback Sheet, and revise.

Feedback Cheat Sheet

*Analyzing Classroom Observation Data*

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

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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 |

Exit Ticket

*Analyzing Classroom Observation Data*

**Respond to the following questions:**

* What was the most helpful piece of feedback that you got from your partner?
* How will you continue to improve your planning and delivering of coaching conversations? **(Write your response to this question on a post-it and stick it on the corresponding poster.)**

Do Now

*Analyzing Observation Data: Putting It All Together*

**Spend a few minutes jotting down a quick definition of each of the following strategies that we have addressed during the Leadership Series.**

|  |  |  |
| --- | --- | --- |
| **Prepare and Plan** | *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* |  |

Observing and Rating a Teacher

*Analyzing Observation Data: Putting It All Together*

**Video Observation Notes:**

|  |  |
| --- | --- |
| **Teacher Actions** | **Student Actions** |
|  |  |

**Ratings and Observation Evidence:**

|  |  |
| --- | --- |
| **Building Oral Language Skills** | **RATING:** |
| Evidence Summary | |
|  | |

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| --- | --- |
| **Worthwhile Texts** | **RATING:** |
| Evidence Summary | |
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| **Building Knowledge by Engaging With Texts** | **RATING:** |
| Evidence Summary | |
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| **Key Lever:** |
| **Rationale:** |

Plan a Coaching Conversation

*Analyzing Observation Data: Putting It All Together*

**Directions:**

1. **Independently:** Script a Coaching Conversation for the teacher, using the Feedback Cheat Sheet and Coaching Conversation Planning Template for support.
2. In your Coaching Conversation, make sure you have each of the following components:

* *Check the Temperature*
* *Share the Key Lever*
* *Map the Conversation*
* *Paint a Picture of Excellence*
* *Practice It*

1. After 10 minutes, take 4 minutes to swap scripts with a partner, get and give feedback using the Feedback Sheet, and revise.

Feedback Cheat Sheet

*Analyzing Observation Data: Putting It All Together*

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

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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 |

Exit Ticket

*Analyzing Observation Data: Putting It All Together*

**Consider the feedback you received from your partner on both your planning and practice. Respond to the following questions:**

* What went well and came easily to you when planning and executing your coaching conversation?
* What didn’t go as well and was more challenging?
* What are you thinking about as you prepare to support the teachers in your center or school moving forward? How will you make sure you continue to coach your teachers effectively? **(Write your response to this question on a post-it and stick it on the corresponding poster.)**

Do Now

*Developing Teachers by Using Strategic Next Steps and Follow Up*

**Think about your big picture, long-term growth as a teacher (if applicable), a leader, and as an individual.**

* When you set a long-term, ambitious goal for yourself, what do you do along the way to ensure you are progressing towards your goal? (Does not need to be limited to teaching.)
* Why might it be helpful for teachers to have both long-term and short-term action steps and goals as they develop?

Composing a Coaching Conversation

*Developing Teachers by Using Strategic Next Steps and Follow Up*

**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** | * ***Craft SMART Next Steps*** * ***Create a Development Plan*** |

Coaching Conversations: Follow-Up

*Developing Teachers by Using Strategic Next Steps and Follow-Up*

**Follow-Up Key Idea:** An essential part of making sure teachers continue develop beyond just your coaching conversation is by providing strategic follow-up through immediate next steps and longer-term development plans. This allows teachers to continue to grow towards goals with both leader support and through independent and peer-based activities.

**Craft *SMART Next Steps* Key Idea:** SMART Next Steps ensure that you’ve clearly communicated what both you and your teacher will do to follow up after a coaching conversation to continue developing their skill.

**Effective *SMART Next Steps* are:**

* **S**pecific: Teachers should know exactly what to do and how to do their next steps.
* **M**easureable: It is clear how success on these next steps will be measured.
* **A**ligned: The next steps are tightly tied to developing your teacher in their key development area.
* **R**ealistic: Next steps should be achievable in the wider scope of their work.
* **T**ime-Bound: There is a clear time frame for when next steps will be completed.

*SMART Next Steps:* Feedback Cheat Sheet

*Developing Teachers by Using Strategic Next Steps and Follow-Up*

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| **Follow-Up** | *Craft SMART Next Steps* | * Making your next step more specific so that the teacher knows the precise thing to change and how to change it * Making it clearer how the teacher will know that he or she has successfully met the next step * Increasing/decreasing your expectations for what it is possible for a teacher to accomplish between these two observations * Making sure that the teacher knows when he or she needs to implement the next steps you agree upon |

Ms. Cortney’s Observation Report

*Developing Teachers by Strategic Next Steps and Follow-Up*

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| --- | --- | --- |
| **Building Oral Language Skills** | | **RATING: 1** |
| Evidence Summary | | |
| * The teacher selected a book that included complex language, but did not intentionally teach any vocabulary that was contained in the text, nor did she call the students’ attention to any of the complex vocabulary contained within the text. (Ineff.) * Students had no opportunity to define any unknown words contained within the text. The teacher also did not provide any definitions for words that students may have had trouble accessing. (Ineff.) * There was no self- or parallel-talk observed during this lesson. (Ineff.) * Very few students (only one or two) responded to the questions that were occasionally posed throughout the lesson. Students have no opportunities to discuss the story amongst themselves or scaffold their thinking through questioning from the teacher. (ME) * The teacher asked a mix of open- and closed-ended questions. Few students responded to the questions when asked. (ME) * Overall, students had almost no opportunities to build their language and literacy over the course of this lesson. (Ineff.) | | |
| **Worthwhile Texts** | | **RATING: 3** |
| Evidence Summary | | |
| * The text was at an appropriate level of complexity for the age of the students and the time of the school year. It contained a variety of interesting characters, engaging illustrations, and gave students opportunities to think about family as well as acknowledging and responding to the feelings of others. (Dev.) * Seven Sisters is a generally well-written story, however it is unclear if students took away any useful information from this lesson. Since the students were not given effective opportunities to discuss the text events or vocabulary, it is unlikely that most students gained knowledge from this lesson. (ME) | | |
| **Building Knowledge by Engaging with Texts** | **RATING: 1** | |
| Evidence Summary | | |
| * This lesson gave students very minimal opportunities to discuss, write, or draw about the text. The teacher posed a few questions throughout, but students had no discussion with each other or any other outlet through which to react to the text. (Ineff.) * Most questions did connect to the text. The teacher asked about the likely feelings of the dragon and the seventh sister, and had students predict what the dragon was going to do. One or two questions (ie., “Do you think dragons can really talk to people?”) could have been answered without returning to the text. (ME) * Although the questions did have the potential to return the students’ attention to the details and evidence in the text, the teacher did not actually ask students to cite evidence when answering her questions. (ME) * No questions required students to consider or use the complex vocabulary in the text. (Ineff.) * This lesson did not have any hands-on connection to the text. (Ineff.) | | |
| **Key Lever:** | | |
| Increase student engagement with the text by defining/modeling complex vocabulary. | | |

*SMART Next Steps:* Plan

*Developing Teachers by Strategic Next Steps and Follow-Up*

**Plan:**

1. On your own, plan *SMART Next Steps* for one teacher that you observed prior to this session.
2. Swap your handouts with the person across the table from you. Provide feedback to your partner using the Feedback Cheat Sheet, and then revise your own next steps according to their feedback.

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| **Follow-Up:**  This is your opportunity to extend and solidify the teacher’s learning and improvement on their key lever. Use *SMART Next Steps* to provide your teacher with clear actions that they should take independently to increase their development on their key lever. |  |

Reflecting on *SMART Next Steps*

*Developing Teachers by Using Strategic Next Steps and Follow-Up*

* How would you define SMART Next Steps? How does this compare to how you have been giving your teachers next steps moving forward already?
* Why does this particular strategy support teacher development?

*Create a Development Plan*: Planning for Long-Term Growth

*Developing Teachers by Using Strategic Next Steps and Follow-Up*

**Key Idea:** Effective coaches and leaders *Create a Development Plan* by initiating a chain of development activities that maximize growth in minimal time, where each activity gets the teacher closer to meeting his/her goal for the coaching cycle.

**To effectively *Create a Development Plan*:**

* Build knowledge and/or skills.
* Address mindsets directly.
* Provide multiple opportunities for practice.
* Be strategic and flexible.

*Create a Development Plan*: Example

*Developing Teachers by Using Strategic Next Steps and Follow-Up*

**Monthly Goal:** By the end of the month, Ms. Nancy’s students will consistently engage with texts by practicing target vocabulary and answering text-based questions in 100% of read alouds.

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 1** | Ms. Nancy observes colleague deliver effective read aloud | Together: Co-plan, model, and practice opportunities for students to interact with vocabulary | Ms. N delivers and films lesson, reflects upon student learning of target vocabulary |  | Ms. N submits read aloud lesson plan to leader for feedback re: vocabulary questions |
| **Week 2** | Leader follow-up observation of Ms. Nancy read-alouds | Together: Debrief lesson; model and practice effective text-based content questions |  | *TBD: If necessary, model read aloud while Ms. Nancy observes* | Ms. N submits lesson plan with both vocabulary and content questions |
| **Week 3** | Ms. N films lesson and reflects on student responses to text-based questions |  | Ms. N observes a colleague engage students in answering questions in different ways | Ms. N completes self-study for how to engage students in answering questions |  |
| **Week 4** | Co-plan a lesson that includes a variety of engagement strategies for how students can respond to questions | Rehearse read aloud lessons with a colleague; get and receive feedback |  | Leader observes Ms. Nancy during read aloud; model question or engagement skills if necessary | Debrief read aloud with Ms. Nancy; revisit growth goals |

*Create a Development Plan*: Independent Practice

*Developing Teachers by Using Strategic Next Steps and Follow-Up*

**Monthly Goal:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 1** |  |  |  |  |  |
| **Week 2** |  |  |  |  |  |
| **Week 3** |  |  |  |  |  |
| **Week 4** |  |  |  |  |  |

Reflecting on Create a Development Plan

*Developing Teachers by Using Strategic Next Steps and Follow-Up*

**Reflect independently on the following questions:**

* How will using longer-term development plans hold you and your teachers accountable for continuous instructional improvement?
* How does this compare to your current goal-based planning for your teachers? What is similar and different?
* What will come easily to you when creating these development plans? What will be challenging?

Exit Ticket

*Developing Teachers by Using Strategic Next Steps and Follow-Up*

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

* How will using short- and long-term planning drive teacher improvement in the coming weeks? In the next school year?
* How will you make sure that you continue to create intentional, goals-based next steps and development plans for your teachers? **(Copy your answer to this question on a post-it and stick on chart paper.)**
* How will you hold teachers accountable for completing next steps and progressing towards goals?

Content Covered in the Leadership Series

*Closing and Reflection*

**Leadership Sessions:**

* Creating and Communicating a Vision for Instructional Excellence
* Planning to Prioritize Classroom Observations
* Developing Teachers by Collecting and Analyzing Observation Data
* Developing Teachers by Identifying and Communicating Key Feedback
* Developing Teachers by Providing Effective Feedback
* Developing Teachers by Effectively Using Modeling and Practice
* Developing Teachers Using Strategic Next Steps and Follow-Up

**Teacher Sessions:**

* Setting a High Bar for Excellent Instruction in Early Childhood Classrooms
* Building Oral Language - Promoting Complex Vocabulary Using Self- and Parallel-Talk
* Building Oral Language - Using Conversation to Promote Vocabulary Development
* Choosing Complex Texts to Use in Early Childhood
* Engaging with Vocabulary in Complex Texts

**Each month also included:**

* Analyzing classroom observation data
* Reflection on implementation of content sessions
* Work in between sessions focused on observation, feedback, teacher development, and content delivery to staff

Reflecting on the Leadership Series

*Closing and Reflection*

We have covered a significant amount of content in the past six months! Think about the major themes we have explored in leader development, teacher development, and literacy content and respond to the questions below.

* What are your biggest take-aways from the content that was covered throughout the course of the entire Leadership Series?
* As a result of participating in this Leadership Series, what are you already doing differently as a leader?
* What are you most proud of as a result of the Leadership Series? (ie. a breakthrough while coaching a teacher, hearing significantly more complex vocabulary in classrooms, etc.?)

Action Planning

*Closing and Reflection*

**Directions:**

1. In each category, set a short-term and a long-term goal for your development and teacher development.
2. Identify the key skills and knowledge you will need to **continue to use and build** from the Leadership Series in order to best support your own development and your teachers’ development.
3. Map out key goal-driven experiences to help you meet your short- and long-term goals

**A. Time Management to Prioritize Teacher Development**

|  |  |  |
| --- | --- | --- |
| **Goal** | **Skills and Knowledge** | **Experience and Support** |
| Long-Term: |  |  |
| Short-Term: |  |  |

**B. Classroom Observations and Diagnosing Teacher Performance**

|  |  |  |
| --- | --- | --- |
| **Goal** | **Skills and Knowledge** | **Experience and Support** |
| Long-Term: |  |  |
| Short-Term: |  |  |

**C. Providing Feedback to Teachers Through Coaching Conversations**

|  |  |  |
| --- | --- | --- |
| **Goal** | **Skills and Knowledge** | **Experience and Support** |
| Long-Term: |  |  |
| Short-Term: |  |  |

**D. Facilitating Professional Development on Priority ECE Content**

|  |  |  |
| --- | --- | --- |
| **Goal** | **Skills and Knowledge** | **Experience and Support** |
| Long-Term: |  |  |
| Short-Term: |  |  |