

Opening & Reflection

Nevada Early Childhood Leadership Series

Session 6

Session Objectives

- Preview the scope of work for the day
- Reflect on the impact of the complex text teacher development session on teacher practice and student learning
- Share examples of complex texts that teachers used in observations of read aloud activities, and why those texts are considered complex

Agenda

Icebreaker

Session 6 Training Agenda

Reflecting on Choosing and Using Complex Texts

“Backpack” Bingo

- Three Rounds
- Go through your “backpacks” and find an item that fulfills each of the categories.
- Phones do not count.
- Stand and shout “Bingo” when you have all of the items.



“Backpack” Bingo



Round One. Find:

- Something you confiscated from a student.
- Something you'd like to give a student.
- Something you're reading that makes you a better leader.
- Something you are reading without any educational value.

**Stand and shout “Bingo!” when your table has all 4 items.
Be ready to share.**

“Backpack” Bingo



Round Two. Find:

- Something you take with you everywhere.
- Something you brought just for today.
- Something that reminds you of your family.
- Something that reminds you of your students.

**Stand and shout “Bingo!” when your table has all 4 items.
Be ready to share.**

“Backpack” Bingo



Round Three. Find:

- Something high-tech.
- Something low-tech.
- Evidence of something you’re really excited about.
- Evidence of something that keeps you organized.

**Stand and shout “Bingo!” when your table has all 4 items.
Be ready to share.**

Agenda

Icebreaker

Session 6 Training Agenda

Reflecting on Choosing and Using Complex Texts

Session 6 Overview—Planning to Continue Teacher and Leader Development

Time	Session Title
9:00-9:30	Opening and Reflection
9:30-10:35	Analyzing Classroom Observation Data
10:35-10:45	Break
10:45-12:30	Putting It All Together
12:30-1:30	Lunch
1:30-3:05	Developing Teachers Using Strategic Next Steps and Follow-Up
3:05-3:10	Break
3:10-4:00	Leadership Series Close Out

Agenda

Icebreaker

Session 6 Training Agenda

Reflecting on Choosing and Using Complex Texts



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 and Writing:

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



Respond to the following questions:

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

- What went well when using the modeling and practice strategies during coaching conversations?
- How confident are you in **planning** your coaching conversations effectively? How confident are you in **facilitating** your coaching conversations effectively?

Analyzing Classroom Observation Data

Nevada Early Childhood Leadership Series

Session 6

Session Objectives

- Enter and analyze teacher observation data into tracker
- Draft coaching conversation talking points for one target teacher
- Apply feedback to strengthen coaching conversations

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Opening

Data Entry and Analysis

Drafting Coaching Conversations

Closing



Respond to the following questions:

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

- What went well when using the modeling and practice strategies during coaching conversations?
- How confident are you in **planning** your coaching conversations effectively? How confident are you in **facilitating** your coaching conversations effectively?

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Opening

Data Entry and Analysis

Drafting Coaching Conversations

Closing

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: Circulate around to other leaders as they enter their data to be thought partners or troubleshoot.

Part I: Individual 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.)



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

Part II: Discuss at your tables (5 minutes):

- 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?

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Data Entry and Analysis

Drafting Coaching Conversations

Closing



Spend the next few minutes planning a full coaching conversation for one teacher. Script exactly what you will say in the conversation. Use the look-fors from the Feedback Cheat Sheet.

Coach Action	Coaching Techniques
Prepare & Plan	<ul style="list-style-type: none">• Observe and take low-inference notes• <i>Hone In on a Key Lever</i>
Opening	<ul style="list-style-type: none">• <i>Check the Temperature</i>
Direct Feedback	<ul style="list-style-type: none">• <i>Share the Key Lever</i>• <i>Map the Conversation</i>
Model	<ul style="list-style-type: none">• <i>Paint a Picture of Excellence</i>
Practice	<ul style="list-style-type: none">• <i>Practice It</i>
Follow-Up* (not covered yet)	<ul style="list-style-type: none">• <i>SMART Next Steps</i>• <i>Create a Development Plan</i>



Stand and find a partner sitting at a different table. Take your coaching conversation notes and your cheat sheet.

With your partner:

1. Swap your coaching conversation notes and read through each other's scripts.
2. Ask any clarifying questions.
3. Provide one glow and one grow on your partner's coaching conversation plan.

Agenda

Opening

Sharing Key Teacher Data

Plan and Practice Coaching Conversations

Closing



Respond independently 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.)**



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

Prepare & Plan	<i>Hone In on a Key Lever</i>	
Opening	<i>Check the Temperature</i>	
Direct Feedback	<i>Share the Key Lever</i>	
	<i>Map the Conversation</i>	
Model	<i>Paint a Picture of Excellence</i>	
Practice	<i>Practice It</i>	

Developing Teachers: Putting It All Together

Nevada Early Childhood Leadership Series

Session 6

Session Objectives

- Summarize the Coaching Cycle
- Rate a teacher using low-inference notes and the Nevada ECE Literacy rubric
- Hone in on a key lever for teacher development
- Plan and practice a complete coaching conversation
- Reflect on continued successes and challenges in rating teachers and leading coaching conversations

Agenda

Opening

Integrating Coaching Conversation Techniques

Practice Coaching Conversations

Closing

Leader Development Goals

Focus Area 2: Prioritize the development of teachers through **effective observation, clear feedback,** and coaching

Goal: Increase **the quantity of observations** teachers receive and the **quality of the feedback** they receive.

✓ **Measure 1:** On an end of year survey, teachers report an **increase in the number of observations** they receive, with an **average of 3 observations per teacher** for most teachers by Session 6.

✓ **Measure 2:** On end of year survey, more teachers report that the **feedback they receive from their leader is high quality.**



Spend a few minutes jotting down a quick definition of each of the following strategies that we have covered over the course of the Leadership Series.

Prepare & Plan	<i>Hone In on a Key Lever</i>	
Opening	<i>Check the Temperature</i>	
Direct Feedback	<i>Share the Key Lever</i>	
	<i>Map the Conversation</i>	
Model	<i>Paint a Picture of Excellence</i>	
Practice	<i>Practice It</i>	

Agenda

Opening

Integrating Coaching Conversation Techniques

Practice Coaching Conversations

Closing

Revisiting Coaching Conversations: Putting the Pieces together

Coach Action	Coaching Techniques
Prepare & Plan	<ul style="list-style-type: none">• Observe and take low-inference notes• <i>Hone In on a Key Lever</i>
Opening	<ul style="list-style-type: none">• <i>Check the Temperature</i>
Direct Feedback	<ul style="list-style-type: none">• <i>Share the Key Lever</i>• <i>Map the Conversation</i>
Model	<ul style="list-style-type: none">• <i>Paint a Picture of Excellence</i>
Practice	<ul style="list-style-type: none">• <i>Practice It</i>
Follow Up	<ul style="list-style-type: none">• <i>SMART Next Steps</i>• <i>Create a Development Plan</i>

Directions:

- Watch [the following video](#) of a teacher as though she is a teacher in your center or school who you are prioritizing for development.
- As you watch, practice recording low-inference notes on the provided graphic organizer. Make sure your notes capture valuable data, anecdotes, quotes, and are non-evaluative.
- Begin to *Hone In* on a prioritized development area for your focus teacher.





- Take 7 minutes to *independently* analyze your evidence, provide your ratings, and identify a key lever for Ms. Cortney.
- After 7 minutes, get into pairs.
 - First, share your ratings on the rubric.
 - Then, for areas you disagree, discuss the evidence & determine a rating together.
 - If you had identical ratings, discuss which areas were the most difficult for you to rate & why.
 - After discussing ratings, determine a key lever – and write it on a post-it in **one sentence**.

Our Key Lever: Increase student engagement with the text by defining/modeling complex vocabulary.

DIRECTIONS

- **Independently:** Script a Coaching Conversation for Ms. Cortney, using the Feedback Cheat Sheet and Coaching Conversation Planning Template for support.
- 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*
- After 10 minutes, take 4 minutes to swap scripts with a partner, get and give feedback using the Feedback Sheet, and revise.

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Opening

Integrating Coaching Conversation Techniques

Practice Coaching Conversations

Closing

DIRECTIONS

Find a partner. The tallest person will go first and be Partner A.

Partner A will deliver 8 minutes of their coaching conversation. Partner B will pretend to be the teacher.

After 8 minutes, Partner B will provide one glow and one grow to Partner A for 1 minute. Partner A will then have 1 minute to revise.

Partner A will apply the feedback and re-practice 3 minutes of their coaching conversation.

When facilitator calls time, partners switch roles and repeat the same procedure.

Agenda

Opening

Integrating Coaching Conversation Techniques

Practice Coaching Conversations

Closing



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.)**



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?

Developing Teachers Using Strategic Next Steps and Follow- Up

Nevada Early Childhood Leadership Series

Session 6

Session Objectives

- Explain why providing teachers with a clear set of next steps and follow-up expectations will drive their development forward continuously and cohesively
- Describe the key strategies for planning a series of development next steps for teachers
- Draft next steps and a development plan for one target teacher

Agenda

Opening

Providing Teachers with SMART Next Steps

Planning a Long-Term Cycle of Teacher
Development

Closing



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?

Agenda

Opening

Providing Teachers with SMART Next Steps

Planning a Long-Term Cycle of Teacher
Development

Closing

Coach Action	Coaching Techniques
Prepare & Plan	<ul style="list-style-type: none">• Observe and take low-inference notes• <i>Hone In on a Key Lever</i>
Opening	<ul style="list-style-type: none">• <i>Check the Temperature</i>
Direct Feedback	<ul style="list-style-type: none">• <i>Share the Key Lever</i>• <i>Map the Conversation</i>
Model	<ul style="list-style-type: none">• <i>Paint a Picture of Excellence</i>
Practice	<ul style="list-style-type: none">• <i>Practice It</i>
Follow Up	<ul style="list-style-type: none">• <i>SMART Next Steps</i>• <i>Create a Development Plan</i>

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:

- Specific
- Measurable
- Aligned
- Realistic
- Time-Bound



Watch Maggie give Tam [next steps](#) at the end of a coaching conversation. How do these next steps meet the SMART criteria?

SMART Next Steps: Examples

Key Lever	SMART Next Steps
Teacher A will use self- and parallel-talk to narrate teacher and student actions consistently during center time (and eventually the entire school day).	<ul style="list-style-type: none">• Draft several sample self- and parallel-talk sentences that could be used in specific centers and submit to leader by tomorrow for feedback.• Meet with their co-teacher before school 3 times this week to practice using self- and parallel-talk in role plays with one another.• Film self during center time and submit video and reflections by next Monday.
Teacher B will increase the quantity of complex vocabulary that she uses during extended conversations with students.	<ul style="list-style-type: none">• Identify 10 words from the complex vocabulary list to focus on. Plan specific moments when the teacher may be able to push in that language throughout the day. Submit by tomorrow.• Have a peer observe the teacher implementing the TALK strategy and record every time she uses a target complex word by the end of the week.• Film one extended conversation and submit video and reflections by Friday.
Teacher C will implement read alouds using high-quality complex texts 80% of the time.	<ul style="list-style-type: none">• Select books to use for the three upcoming read alouds. Send selections, reasoning, and big ideas from the texts to leader by end of the week.• Observe a peer who uses complex texts conduct a read aloud by end of week. Collaborate with grade level partners to select complex texts for the next unit.

Briefly review your notes (and ours, if helpful) and key lever for Ms. Cortney, the teacher whose video we watched this morning.

- 1 With your elbow partner, plan *SMART Next Steps* for Ms. Cortney.
- 2 Write your *SMART Next Steps* on a post-it and swap with the pair across the table. Provide feedback to each other using the *SMART Next Steps* Feedback Cheat Sheet.
- 3 Be prepared to share an example or two of a next step that you are really proud of!

- 1 On your own, plan *SMART Next Steps* for one teacher that you observed prior to this session.
- 2 Write your *SMART Next Steps* on a post-it and swap with the person across the table from you. Provide feedback and revise.



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?

Agenda

Opening

Providing Teachers with SMART Next Steps

**Planning a Long-Term Cycle of Teacher
Development**

Closing

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.



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.

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		<i>TBD: If necessary, model read aloud while Ms. Nancy observes</i>	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: Guided Practice

- 1 With your table, create a month-long development plan for Ms. Cortney.
- 2 Outline your plan on your graph paper and post it somewhere in the room.
- 3 After you've posted your plan, take three minutes to circulate to look at the plans your colleagues created. Mark or comment on other plans where you agree, appreciate an idea, had a similar idea, etc.



On your own:

- Use the planning template in your handouts to create a month-long development plan for a teacher you observed prior to this session.



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?

Agenda

Opening

Providing Teachers with SMART Next Steps

Planning a Long-Term Cycle of Teacher
Development

Closing



Respond to the following questions on your exit ticket:

- How will using short- and long-term planning to drive teacher improvement in the coming 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?

Closing and Reflection

Nevada Early Childhood Leadership Series

Session 6

Session Objectives

- Reflect on key concepts learned, overall successes, and challenges encountered during the Leadership Series
- Plan for next steps to continue to use and improve on the strategies learned in the coming school years and how to stay connected to the Leadership Series cohort
- Complete self-assessment and provide feedback on growth over the course of the Leadership Series

Agenda

Reflecting on the Leadership Series

Action Planning Moving Forward

Self-Assessment and Surveys

Gallery Walk of Today's Reflections



- Throughout the course of the day today, you have been posting your exit ticket thoughts on post-its and posters around the room.
- For the next five minutes, circulate and read the thoughts and remarks of your colleagues.
- Take a pen or marker with you so you can respond or react to the thoughts of your peers.

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.

Handouts, Page 29-30



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? (i.e. a breakthrough while coaching a teacher, hearing significantly more complex vocabulary in classrooms, etc.?)

Agenda

Reflecting on the Leadership Series

Action Planning Moving Forward

Self-Assessment and Surveys



Think back to our norm of “what’s learned here, leaves here.” We want to make sure that your learning not only leaves here, but continues to live on in your centers or schools beyond the Leadership Series.

Take the next several minutes to action plan specific steps for how you will continue to:

- Prioritize your time to allow for teacher development
- Observe and coach teachers
- Ensure that teachers are presenting great content, especially in language and literacy, to their students

Use the template provided in your handouts to do your planning.

Agenda

Reflecting on the Leadership Series

Action Planning Moving Forward

Self-Assessment and Surveys

Providing Feedback



Please take the next several minutes to thoughtfully complete the self-assessment, feedback for today's session, and feedback for the Leadership Series overall.