



Respond to the following questions:

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?
- If you are in a non-leader role: How confident do you feel in supporting your leader(s) in these skills?
- Why did you rate yourself this way? What will it take to feel more confident next month?

Analyzing Classroom Observation Data

Nevada Early Childhood Leadership Series

Session 5

Session Objectives

- Enter and analyze observation data for teachers
- Script and practice the opening to a coaching conversation for a teacher that you observed prior to today's training
- Reflect on the challenges and successes of developing teachers

Agenda

Opening

Entering and Reflecting on Data

Planning to Open Coaching Conversations

Closing

Leader Development Goals

Focus Area: 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 the end of the training.

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



Respond to the following questions:

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?
- If you are in a non-leader role: How confident do you feel in supporting your leader(s) in these skills?
- Why did you rate yourself this way? What will it take to feel more confident next month?

Agenda

Opening

Entering and Reflecting on Data

Planning to Open 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: After logging in, please 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 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?

Agenda

Opening

Entering and Reflecting on Data

Planning to Open Coaching Conversations

Closing

Revisiting Coaching Conversations: Opening and Direct Feedback

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>

In Session 4, we began to dig into delivering coaching conversations. We started by tackling the Opening and Direct Feedback portions of the conversation by learning about and practicing three distinct strategies: *Check the Temperature*, *Share the Key Lever*, and *Map the Conversation*.

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.

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.

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.



Take out an observation report for one of the teachers you observed this past month.

With a partner, share:

1. How the teacher that you are going to coach is doing overall in the lesson that you observed. Provide your rubric scores and your rationale.
2. Provide your partner with the key lever that you have honed in on for that teacher and why.

In a few minutes, your partner will be the “teacher” that you will be coaching, so provide them with the most important information prior to your practice.

Spending the next few minutes planning the Opening and Direct Feedback elements of the coaching conversation for your teacher. Script exactly what you will say in the conversation. Use the look-fors from the Feedback Cheat Sheet.

Consider...

<p>Opening: <i>Check the Temperature</i></p>	<ul style="list-style-type: none"> • 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 answering the text-based questions in the read aloud I observed?" • Making your opening shorter
<p>Direct Feedback: <i>Share the Key Lever</i></p>	<ul style="list-style-type: none"> • 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
<p>Direct Feedback: <i>Map the Conversation</i></p>	<ul style="list-style-type: none"> • 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

Practice *4 mins.*

- When indicated by the facilitator, the taller leader will practice their coaching conversation first. You should **lead only the Opening and Direct Feedback portions** of your coaching conversation.
- If you are the teacher in the first practice, you will go along with what your leader is outlining and respond appropriately.
- You should practice and **stay in your role for the entire three minutes**. If you get through your entire script, go to the top and start practicing again. (Note that if you are finished in under 3 minutes, you may want to reflect on if there were important pieces of information missing from your plan.)

Feedback *1 min.*

- After 3 minutes has passed, the facilitator will cut off practice.
- The teacher now becomes the coach and provides the leader **one glow and one grow using the Feedback Cheat Sheet**.
- After feedback, roles switch and the shorter partner practices their coaching conversation.

Agenda

Opening

Entering and Reflecting on Data

Sharing Observations and Key Levers

Closing



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?