



Over the course of the Leadership Series so far, 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?

Developing Teachers by Using Modeling and Practice

Nevada Early Childhood Leadership Series

Session 5

Session Objectives

- Explain the power of practice, specifically as it relates to developing teachers
- Understand how to implement modeling and practice in feedback conversations to accelerate teacher development
- Describe the key strategies for developing teachers using leader modeling and teacher practice
- Practice applying the strategies of modeling and practice in feedback conversations

Agenda

Opening

The Power of Practice

The Role of Modeling in Coaching Conversations

The Role of Practice in Coaching Conversations

Next Steps and Closing



Over the course of the Leadership Series so far, 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:

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Next Steps and Closing

Teachers Are Performers



They Are Sometimes Great



...And Sometimes Not



Practice is the Difference



We Have Some Catching Up to Do



..and your coaching can make all the difference in teacher performance.





Discuss the following with your tables:

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?

Be prepared to share!

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Next Steps and 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>

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 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 the teacher's practice in this conversation? What do I do to make sure the teacher is practicing effectively?

For this model, I will only be delivering the **Modeling and Practice sections** of the coaching conversation, and their corresponding techniques.



At your tables:

- Debrief what you noticed that was **effective** in the model. What did I do and say that helped the teacher develop? (Use the criteria listed on the Feedback Cheat Sheet as a guide.)
- Where did you notice examples of modeling? Where did you see examples of teachers practicing? What did Ms. Nancy and I do during modeling and practice opportunities?

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.



Watch this short clip 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?

Plan:

- ➔ Choose one teacher who you observed this past month, and started to think through coaching conversation points. You will now plan the Model section of a coaching conversation for this teacher.
- ➔ 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.

Practice:

- ➔ 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.
- ➔ After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Paint a Picture of Excellence* **only**.
- ➔ After receiving the feedback, the original leader will update/revise their script, and re-practice, incorporating the feedback.
- ➔ Once the original leader has re-practiced, switch roles and repeat.



On a post-it:

- In your own words, write the definition for *Paint a Picture of Excellence* and one way to use this technique successfully. Share your definition and criteria with your tablemates and add anything you forgot, then hang your post-its on the chart paper.

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Practice is iterative rehearsal of activities done with intentional focus on improved results.

Effective practice:

- Is carefully **designed** and **planned**
- Provides **feedback** on performance
- **Yields success**: learners feel the difference
- Gives learners a **model** of success

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







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 strategies during coaching conversations? Why is it important to practice multiple times, with feedback in between each round?

Plan:

-  Continue focusing on the teacher that you have already started planning a coaching conversation for.
-  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.

Practice:

-  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.
-  After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Practice It* **only**.
-  After receiving the feedback, the original leader will update/revise their script, and re-practice, incorporating the feedback.
-  Once the original leader has re-practiced, switch roles and repeat.



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?



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** in order 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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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?