



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 end of trainings.

✓ **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>	
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Direct Feedback	<i>Share the Key Lever</i>	
	<i>Map the Conversation</i>	
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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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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.

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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.)**