

# JRF! Literacy Coach Academy Training

## Facilitator's Guide

### Module 5b – Building Expertise in Coaching – Coaching Conversations slides (1-14)

90 minutes

#### Materials:

Handout 16  
Coaching Conversation Scenarios  
Chart paper  
Post-it Notes  
Markers/highlighters

Slide 1	Building Expertise in Coaching – Coaching Conversations
Slide 2	Share with participants: This module will focus on coaching conversations and effective feedback. The participants will have an opportunity to practice their coaching conversations and feedback when presented with a scenario.
Slide 3	Share the quote on the slide with the participants. Ask them to what this means to them. Allow time to share their thinking.
Slide 4	Share with participants: Planning for a coaching conversation will allow the conversation to go smoother, deeper and more strategic which can result in transformational learning. (A change process of actions and behaviors – actions and behaviors will be changed based on a changed perspective). Planning is the key!  Two of the most important things we can do as coaches is to establish a respectful and trusting rapport with our teachers and show that we honor them as adult learners. Focus on their strengths that will lead to helping them with any challenges they may face.
Slide 5	As you reflect as a coach after a coaching conversation, ask yourself these 4 questions.  Ask participants to discuss why these questions are important?
Slide 6	Share the quote with the participants How can effective feedback lead to improved performance?
Slide 7	Share Hattie's research with participants: <b>Task</b> – A teacher is presenting a new strategy – is it presented correctly or incorrectly? How do you approach as a coach?

	<p><b>Process</b> – is there an understanding of the task and the process that is needed to be successful? Questions to ask - Did you reach your goal? Did your students accomplish what you had intended – yes or no?</p> <p><b>Self-regulation</b> – can I do it a better way? Are you satisfied with the way it turned out?</p> <p><b>Self</b> – usually about self – this does not help a teacher reflect or look for ways to improve their learning.</p> <p>Ask participants what would coaching look like at these different levels of feedback?</p>
<p>Slide 8</p> <p><b>Video</b> 6:32 minutes</p>	<p>Meaningful feedback</p> <p>Ron Berger from EL Education demonstrates the transformational power of models, critique and descriptive feedback to improve student work. Here he tells the story of Austin's Butterfly. First-grade students at ANSER Charter School in Boise, ID, helped Austin take a scientific illustration of a butterfly through multiple drafts toward a high-quality final product.</p> <p>As you watch the video, look for evidence of the 4 levels of feedback we just discussed.</p> <p>Ask participants to share out.</p>
<p>Slide 9</p>	<p>Share with participants: 3 questions to share with teachers as you think about feedback/debriefing.</p>
<p>Slide 10</p>	<p>Share with participants:</p> <p>As we are planning for feedback and our conversations with teachers, there are basically 4 essential skills that are critical to the coaching conversation. One is listen with commitment. Coaching conversations are more about listening and asking good questions than talking.</p> <p>Active listening enables the coach to focus completely on what the teacher is saying and NOT saying.</p> <p>When teachers know you are listening for their ideas, concerns and opinions, you validate their thinking and teaching.</p> <p>Listening can be passive or active. Passive listening occurs when the listener allows distractions to get in the way. Active listening on the other hand occurs when the listener attends to the speaker and the message being delivered.</p> <ul style="list-style-type: none"> <li>Take in the whole message.</li> <li>Sustain attention over time.</li> <li>Think about your words before you speak – do not go on auto-pilot.</li> </ul> <p><b>Already having an answer is not coaching!!</b></p> <p>If time permits do the following activity:</p> <ul style="list-style-type: none"> <li>Take turns listening to each other speak for one minute without interruption.</li> <li>Did anything distract you from active listening?</li> <li>What did you do to overcome the distraction?</li> <li>What is a goal for you to become a better listener?</li> </ul>

	<p>Another essential skill is paraphrasing – Active listening helps us to gain understanding of the teacher’s thinking, perceptions and insights. By paraphrasing what the teacher shares, coaches can gain valuable feedback regarding the accuracy of their understanding.</p>										
<p>Slide 11</p>	<p>A third essential skill is questioning.  By asking powerful questions the coach can uncover the information needed to better understand the teacher’s intention or point-of-view. Powerful questions evoke new discovery, insight, commitment or action. By asking questions and using the skill of active listening, the coach helps the teacher discover her solution to the problem or concern.  Questions should invite teachers’ thinking:</p> <table border="1" data-bbox="407 583 1414 1161"> <thead> <tr> <th data-bbox="407 583 911 621">Examples</th> <th data-bbox="911 583 1414 621">Non-Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 621 911 730">As you examine the data, what are some of your findings?</td> <td data-bbox="911 621 1414 730">Did you look at the data?</td> </tr> <tr> <td data-bbox="407 730 911 873">When you think about your students’ needs, what strategies might be most appropriate?</td> <td data-bbox="911 730 1414 873">Do you know what your students need?</td> </tr> <tr> <td data-bbox="407 873 911 1016">While you monitor student learning, what are some indicators of success you look for?</td> <td data-bbox="911 873 1414 1016">Are you planning to assess students’ learning in this lesson?</td> </tr> <tr> <td data-bbox="407 1016 911 1161">In considering multiple instructional strategies, how did you decide cooperative learning was best for this lesson?</td> <td data-bbox="911 1016 1414 1161">Do you think cooperative learning was the best strategy for this lesson?</td> </tr> </tbody> </table> <p>Provide reflective feedback through powerful questions.</p>	Examples	Non-Examples	As you examine the data, what are some of your findings?	Did you look at the data?	When you think about your students’ needs, what strategies might be most appropriate?	Do you know what your students need?	While you monitor student learning, what are some indicators of success you look for?	Are you planning to assess students’ learning in this lesson?	In considering multiple instructional strategies, how did you decide cooperative learning was best for this lesson?	Do you think cooperative learning was the best strategy for this lesson?
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<p>Slide 12</p> <p><b>Video-Confer</b> 5:44 minutes</p> <p><b>Video-Debrief</b> 11:41 minutes</p>	<p>Share with participants:  The purpose of coaching conversations is to use the teacher’s own thinking – what they want to accomplish as a springboard to show them how to change their behavior. Conversation is the reciprocal medium through which adults construct meaning.  As you watch the Confer video, take notes of what the teacher would like to have the coach observe, look for evidence of the four essential skills we just discussed. In the Debrief video, look for “I noticed..... I was wondering...”. What level of feedback was offered?</p>										
<p>Slide 13</p> <p><b>Handout 16</b></p> <p><b>Coaching Conversation Scenarios</b></p>	<p>This activity will allow participants an opportunity to practice their coaching conversations. Use handout 16 with this activity</p> <p>Role Play:  Read the scenario  1 person is coach  1 person is teacher  Others are observers</p>										

Slide 14

Ask participants to respond to the quote – share out.