

## CSI School Improvement Institute

### Session 3: Moving the Needle Toward Strong Instruction

January 11, 2024

#### Objectives:

- **Investigate** the role of inquiry in coaching and how it can be leveraged as a tool for instructional change
- **Discuss** how to identify narrow priorities in classrooms for development
- **Practice** using an inquiry approach to pave the way for breakthroughs in coaching conversations

#### Agenda:

Approximate Time	Agenda Item (click to jump to note catcher)
9:00–9:15 am	<a href="#">Opening</a>
9:15–9:45 am	<a href="#">Building Context: Dialogical Coaching</a>
9:45 – 9:55 am	Break
9:55– 10:05 am	<a href="#">All Coaching as Dialogical</a>
10:05– 11:00 am	<a href="#">Your Coaching Toolbox</a>
10:55–11:05 am	Break
11:05–11:45 am	<a href="#">Practice</a>
11:45–12:00	<a href="#">Closing</a>

#### Pre-Work:

[Pework Linked Here](#)

#### Opening

Important Links: [Sign In Form](#) | [Google Classroom](#) (code: tmtzeyr)

#### Notes:

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## Building Context: Dialogical Coaching

**Important Links:** [Prework](#) (find **your** completed prework with your annotations and notes)

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### Prework Breakout Room Discussion

#### Logistics:

- 15 minutes in breakout rooms to discuss article
- Immediately assign roles upon entering breakout rooms (guidance below)
- Locate the First, Second, and Third Read portions of the prework. Use those questions and prompts to guide discussion.
- Be prepared to share in the main room after the discussion

#### Discussion Roles

- **Discussion Manager:** Person **whose name comes first** alphabetically
  - Responsibility: Strategically move through questions to make sure the discussion covers a variety of topics during the breakout session.
  - Ensure that all people are sharing equitably, this may mean calling on someone to come into the conversation or suggesting the group take a 10 second pause in dialogue to let others process and join in the discussion
- **Time Keeper:** Person **whose name comes second** alphabetically
  - Responsibility: Keep track of time, including suggesting whether it may be time to move to a different topic based on how much time was spent on a question.
- **Reporter:** Person **whose name comes third** alphabetically
  - Responsibility: Sharing out on behalf of the full group back in the main room. Takes periodic opportunities throughout the discussion to summarize what's been discussed at that point of the conversation to keep accurate track of the evolution of the group's dialogue.
    - **Be prepared to respond to:**
      - To what extent does this article capture the ways in which you think about instructional coaching currently? Be specific.
      - If you were a new coach, what takeaways would you have about directive coaching based on the author's depiction throughout the text?
- **Evidence manager:** Person **whose name comes last** alphabetically
  - Responsibility: Ensure that people are sharing evidence from the text, especially when the prompt requests it.

#### Discussion Notes:

## All Coaching as Dialogical

**Important Links:**

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**Notes:**

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### Stop and Jot

- What could be the benefit of looking at coaching on a spectrum as opposed to distinct types?

## Your Coaching Tool Box

Important Links: [Jamboard 1: Questions Practice](#) | [Jamboard 2: Emotional Processing](#)

### Reflective Listening

What it is	Paraphrasing what the speaker says without overinterpreting, then inviting the speaker to clarify or confirm anything that might have been misunderstood or missed.
What it's not	Parroting exactly what the speaker says back to them which often shows that the listener isn't taking space to process what's being said.
How it's done	In addition to supportive nonverbal cues, use prompts like... <ul style="list-style-type: none"> <li>• <i>What I'm hearing is ... Is that correct?</i></li> <li>• <i>As I listen, I'm understanding that ... Is there anything else you want me to know?</i></li> <li>• <i>I'm curious to hear more about ...</i></li> </ul>

### Reflective listening video practice







#### Video Notes

Pick one (or several!) of the active listening responses to use with your partner in breakout rooms

- *What I'm hearing is \_\_\_\_\_ is that correct?*
- *As I listen, I'm understanding that \_\_\_\_\_. Is there anything else you want me to know?*
- *I'm curious to hear more about \_\_\_\_\_.*

### Minding the Gap

#### Mind the Gap

	<b>SKILL</b>	The ability to execute the technical elements of a task. Can be the application of knowledge.
	<b>KNOWLEDGE</b>	The theoretical or practical understanding of a subject. Can also be information.
	<b>CAPACITY</b>	The time and resources to do something. Can also be emotional and physical capacity.
	<b>WILL</b>	Desire, intrinsic motivation, passion, or commitment. Usually has an emotional tone.
	<b>CULTURAL COMPETENCE</b>	The ability to understand, appreciate and interact with people from cultures or belief systems different from one's own; the skill to navigate cross-cultural differences.
	<b>EMOTIONAL INTELLIGENCE</b>	The ability to be aware of, manage, and express one's emotions; the ability to recognize, empathize with, and manage other people's emotions.

#### Ways to strategically question

##### Cathartic

Open-ended questions that have more than one response. Use this when you want a person to expand on their thinking or emotional reaction to better define the gap you're encountering

##### Catalytic

Pointed, open-ended questions that elicits self-discovery and problem-solving. This encourages teachers to take responsibility for their actions and reflect on the implications.

##### Confrontational

Questions that raises awareness of problematic behaviors or beliefs and helps the teacher see the impact on students.

Notes:

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### Emotional processing without lowering the bar

#### Cathartic

A response (or question) that allows the teacher to express and release powerful emotions

#### Catalytic

A response (or question) elicits self-discovery and problem-solving, encouraging the teacher to take responsibility for their learning and future actions.

#### Confrontational

A response (or question) that raises awareness of problematic behaviors or beliefs and helps the teacher see the impact on students.

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#### Breakout Room Discussion

- Which of the three stances do you anticipate being the most accessible for you?
- How does being strong in both areas as a coach ultimately impact students?
- What were your biggest takeaways from this segment of the session?

### Practice

Important Links: [TNTP Core Teaching Rubric](#) |

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## Coaching Convo Cheat Sheet

Step	Question/Sentence Stems (not an exhaustive list!)
Reflect on the lesson (grounded in the rubric).	<ul style="list-style-type: none"> <li>How do you feel that went?</li> <li>I noticed when you _____, students really _____.</li> <li>What didn't go as well as you hoped?</li> </ul>
Move towards the student-level impact possible. <i>(mind the gap or support emotions)</i>	<ul style="list-style-type: none"> <li>What sort of impact do you think _____?</li> <li>What do you think would happen if _____?</li> <li>How do you want your students to _____?</li> </ul>
Identify the skill to prioritize	<ul style="list-style-type: none"> <li>It sounds like there's an opportunity to _____. Does that sound right to you?</li> <li>Which, if any, of these core teacher skills feels like something you want to prioritize to address that?</li> <li>What I hear you saying is you might want to work on _____. Is that correct?</li> </ul>
Make sure an action step is named. Identify 1-3 strategies to develop/support with that skill.	<ul style="list-style-type: none"> <li>What could you try to _____?</li> <li>I'd like to suggest _____.</li> <li>An effective strategy to teach _____ is _____.</li> </ul>

### Notes:

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### Video Watching Notes

What was the impact of the coach's questioning on the teacher's reflections?	
How did the coach navigate between different coaching stances? What examples stand out?	
What evidence of listening did you notice throughout the conversation?	

### Breakout Rooms

- Take turns sharing your reflections on the video debrief

**Work Time: ROLE PLAY . One person plays teacher, the other is coach.**

**ROLE PLAY:** The goal of this exercise is to practice different stances, NOT get through an entire coaching conversation.

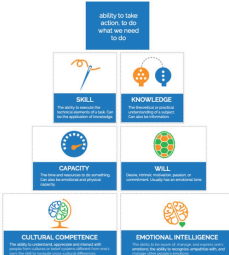
**Use Reflective Listening to listen better**

Paraphrasing what the speaker says without overinterpreting, then inviting the speaker to clarify or confirm anything that might have been misunderstood or missed.

In addition to supportive nonverbal cues, use prompts like...

- What I'm hearing is \_\_\_\_ Is that correct?
- As I listen, I'm understanding that \_\_\_\_ Is there anything else you want me to know?
- I'm curious to hear more about \_\_\_\_

**What are you listening for?**



**How will you challenge any gaps?**

Cathartic

Catalytic

Confrontational

**Coaching Convo Cheat Sheet**

Step	Question/Sentence Stems (not an exhaustive list)
Reflect on the lesson (grounded in the rubric).	<ul style="list-style-type: none"> <li>• How do you feel that went?</li> <li>• I noticed when you _____, students really _____.</li> <li>• What didn't go as well as you hoped?</li> </ul>
Move towards the student-level impact possible. (mind the gap or support emotions)	<ul style="list-style-type: none"> <li>• What sort of impact do you think _____?</li> <li>• What do you think would happen if _____?</li> <li>• How do you want your students to _____?</li> </ul>
Identify the skill to prioritize	<ul style="list-style-type: none"> <li>• It sounds like there's an opportunity to _____. Does that sound right to you?</li> <li>• Which, if any, of these core teacher skills feels like something you want to prioritize to address that?</li> <li>• What I hear you saying is you might want to work on _____. Is that correct?</li> </ul>
Make sure an action step is named. Identify 1-3 strategies to develop/support with that skill.	<ul style="list-style-type: none"> <li>• What could you try to _____?</li> <li>• I'd like to suggest _____.</li> <li>• An effective strategy to teach _____ is _____.</li> </ul>

**Scenario**

*During this 4th grade math observation, you noticed that the teacher was using the materials from the adopted curriculum but Culture of Learning was really challenging. The teacher would write one addition problem from the problem set at a time on the board then ask all student to complete it on their white boards. The teacher would only move on when it seemed like enough students got the answers right. Because they spent so long on each problem, students sat idle while the teacher would help 1-2 struggling students and the classroom would dissolve into chaos. The teacher sent 3 students to the office and class only did 3 problems in 26 minutes. There were 24 students present.*

<b>What is the student-level impact?</b>	What is the student level change ideal for instructional outcomes?
<b>Listening notes</b>	Notes from what they're saying:  What kinds of <u>gaps</u> MIGHT you be hearing?
<b>IF YOU ARE THE TEACHER:</b>	What kinds of questions are you being asked?

**Breakout rooms:**

- Share your above plan as well as any thoughts you may be having about the process!

**Closing**

**Important Links:** [Exit Survey](#)

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