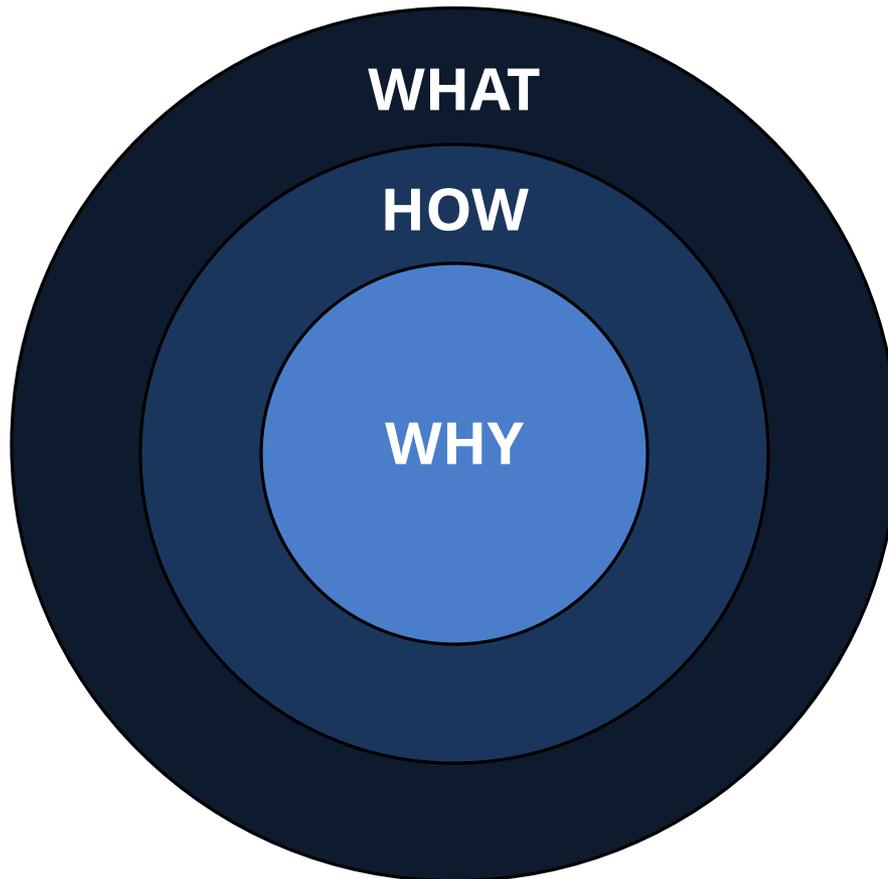




Read to Be Ready Coaching Network Convening

Module 3

Simon Sinek's Golden Circle



- **Why: Your Purpose**
 - What do you believe? Your motivation?
- **How: Your Process**
 - Specific actions taken to realize your *why*
- **What: Your Result**
 - What do you do? The result of your *why* (your proof)

Turn and Talk

- What are the implications of the golden circle on your work as a reading coach?
- Why is it important that you start with the “why” when you begin to work with your teachers on these instructional outcomes?

Objectives

- **WHY:** Understand the foundational beliefs around which the coaching framework has been established and the research behind each portion of the coaching cycle
- **HOW:** Be able to use the coaching cycle to support teacher change and articulate how you will differentiate the cycle to meet individual teacher needs
- **WHAT:** Be able to conduct each phase of the cycle through specific coaching practices and actions

Agenda

- Overview of the Coaching Cycle
- Learn and Plan
- Apply
- Lunch
- Reflect
- Refine and Extend
- Evaluate

Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Silence cell phones.



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The Coaching Framework

Our Theory of Action

Build literacy coaches' content knowledge in early literacy and develop their coaching skills



Build classroom teachers' content knowledge in early literacy and provide them with strong models of effective instructional practice



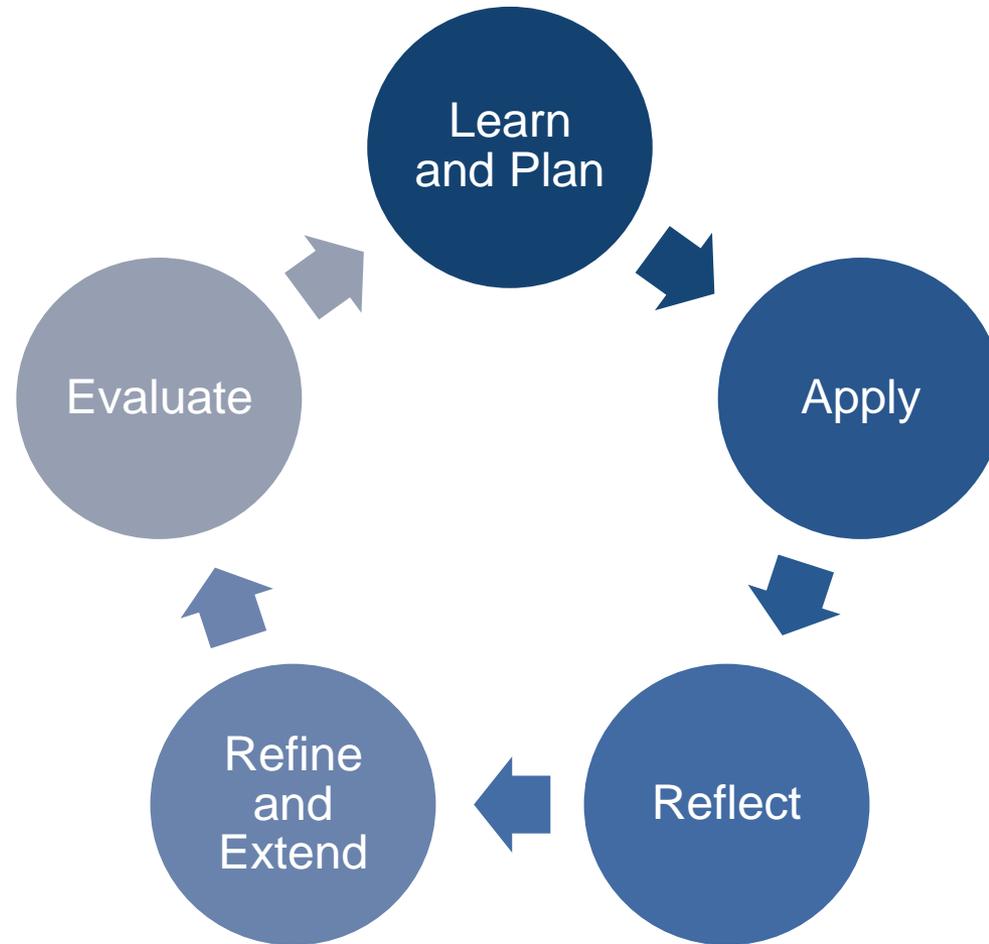
Support teachers in sustained implementation of research-based, high-impact instructional strategies through ongoing study and coaching support



Increase student learning and literacy achievement



The Coaching Cycle



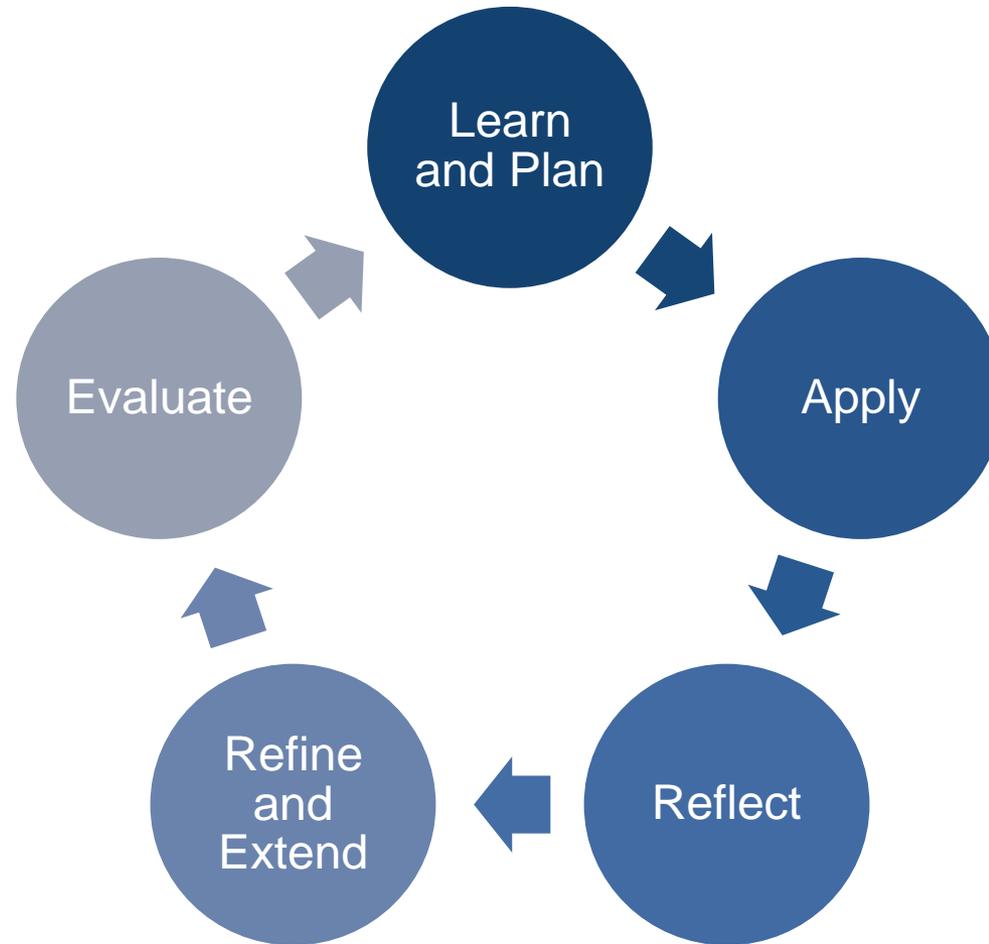
Foundational Beliefs and Tenets of Effective Coaching

- Explore the foundational beliefs and the tenets of effective coaching.
 - What resonates with you?
 - What might you expect to see in the coaching framework based on these beliefs and tenets?

Stand Up, Hand Up, Pair Up

- Partner A will share first.
 - What resonates with you?
 - What might you expect to see in the coaching framework based on these beliefs and tenets?
- Partner B paraphrase Partner A
 - So you believe...
 - So you think...
 - So you feel...
- Then respond
 - I agree/disagree...because...
 - I want to add on to...
 - Another idea I had was...

The Coaching Cycle



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Learn and Plan

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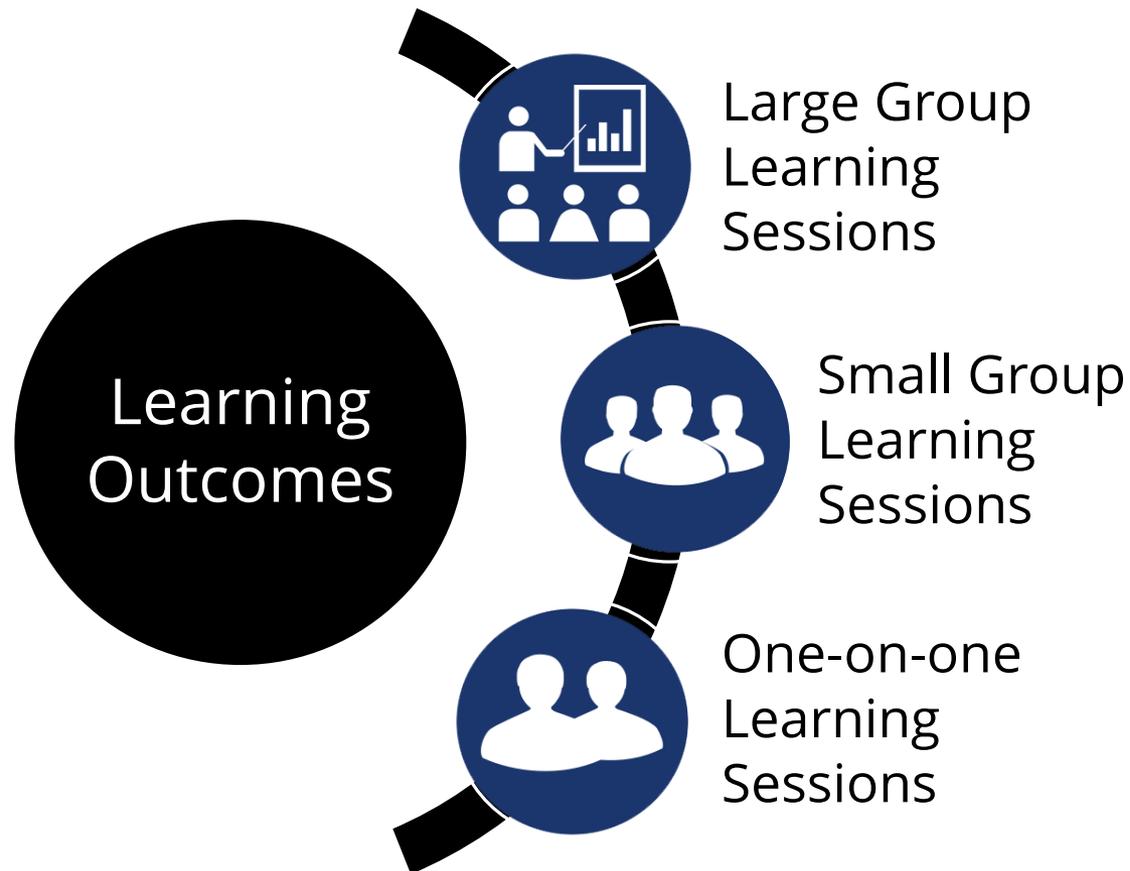
Text Annotation Activity

- Read about the learn and plan portion of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high-quality professional learning
 - + This connects to what I have experienced first hand
 - ? This is something I wonder about

Talking Chips Table Talk

- Why do we begin the coaching cycle by providing opportunities for professional learning?
- Why is it important that those learning opportunities are high quality?
- Think back to the elements of an effective interactive read aloud. What might be some areas you might focus on in developing professional learning opportunities for your teachers?

Learning Session Orientation



Tennessee Standards for Professional Learning Ensure Quality

- **LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Tennessee Standards for Professional Learning Ensure Quality

- **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Planning

Model Planning



- The coach models the metacognition behind effectively planning for implementation of a specific pedagogical practice.

Co-Planning



- The coach and the teacher(s) interact as co-equal parties engaged in shared decision making working towards a common goal. This may be conducted one-on-one or may be facilitated with a larger group.

Planning Conversations



- The coach utilizes probing questions to engage the teacher in planning for an upcoming lesson.

Coaching Roles



Consultant

Collaborator

Coach

Costa & Garmston, (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordan Publishers, Inc.

Planning Conversation

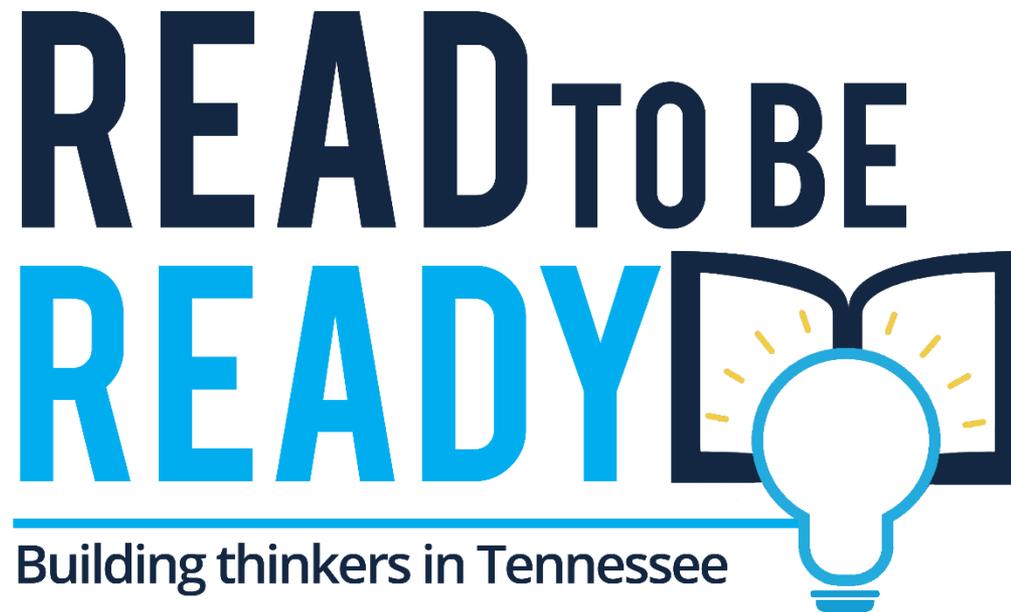
- Take a look at the planning conversation map.
 - What are the major elements of a planning conversation?
 - What do you need to solidify at the end of any learn and plan session?

Role of Coach

- Listening
 - Listen to learn and understand
 - Pause and allow think time
 - Paraphrase
- Questioning
 - Questions are open-ended
 - Questions assume positive presuppositions
- Evidence-based Feedback
 - Feedback is facilitative
 - Feedback is grounded in evidence
- Rapport

Video of Planning Session

- As you watch the video of the planning session, consider the following:
 - What role is the coach in during this session? (consultant, collaborator, or coach)
 - What does the teacher say/do that indicates that this is the appropriate role?
 - How might you know when you need to switch roles?
 - What are some of the actions the coach uses during this conversation? Use your coaching checklist and see what elements you can identify.



Planning Session:
It's a Hummingbird's Life

Turn and Talk

- Discuss the following with a table partner:
 - What role is the coach in during this session? (consultant, collaborator, or coach)
 - What does the teacher say/do that indicates that this is the appropriate role?
 - What are some of the actions the coach uses during this conversation?
 - How might you know when you need to switch roles?



Apply

Text Annotation Activity

- Read about the apply phase of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high-quality professional learning
 - + This connects to what I have experienced first hand
 - ? This is something I wonder about

Trios PPI (Pause, Paraphrase, Pause, Inquire)

- Reread the section of literature review on Modeling and the Coaching Framework description for that section.
- A paraphrases.
- B adds ideas.
- C pauses, paraphrases what A and B said and then inquires, asking an open-ended question related to the ideas stated.
 - Repeat the pattern with the section on co-teaching, alternating roles.
 - Repeat the pattern with the section on observing, alternating roles.

Supporting Transfer



Modeling

- Demonstration lessons are conducted in the classroom of the teacher
- The opportunity for the teacher to observe the practice in another teacher's classroom
- Utilizes preplanned look-fors in both teacher practice and student outcome



Co-Teaching

- Preplanned for delivery of the lesson as a team where the teacher and the coach both have roles in the delivery of the instruction
- Utilizes preplanned specific look-fors connecting implemented teacher practices and student outcomes



Observing

- Coach observes the teacher looking for preplanned evidence of student outcomes and teacher practices.

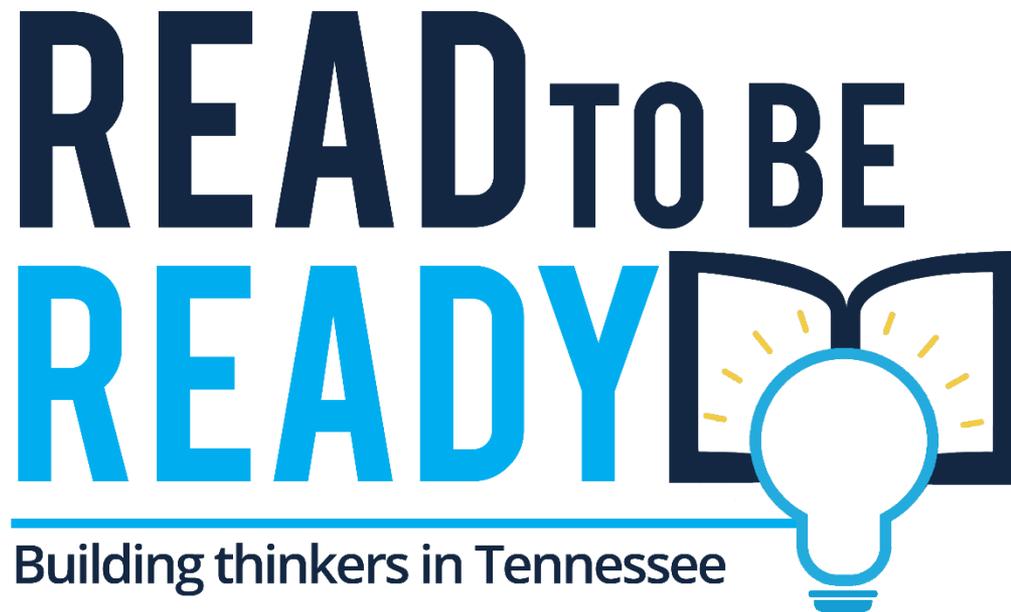
Evidence

- What evidence did the teacher request at the end of the planning conversation we watched during learn and plan?
- What is the coach going to do next?

Complete the evidence collection guide at the top of the observation notes handout.

Video

- As we watch the teacher conduct her hummingbird read aloud, collect the evidence that has been requested.



Interactive Read Aloud:
It's a Hummingbird's Life

Turn and Talk

- What evidence did you gather while watching the teacher's interactive read aloud?
- What might you want the teacher to recognize about her students' performance?
- What do you want the teacher to recognize about her own teaching practices?

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Reflect

Text Annotation Activity

- Read about the reflect phase of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high-quality professional learning
 - + This connects to what I have experienced first hand
 - ? This is something I wonder about

Paired Verbal Fluency

- A and B will take turns responding to a prompt.
- At the signal, one will speak and one will listen.
- At the timer, the other will speak while the first speaker listens.
- Each time no one is able to repeat anything that was said by the other.
- At the second timer, you may check for clarification with each other.

Coaching Roles



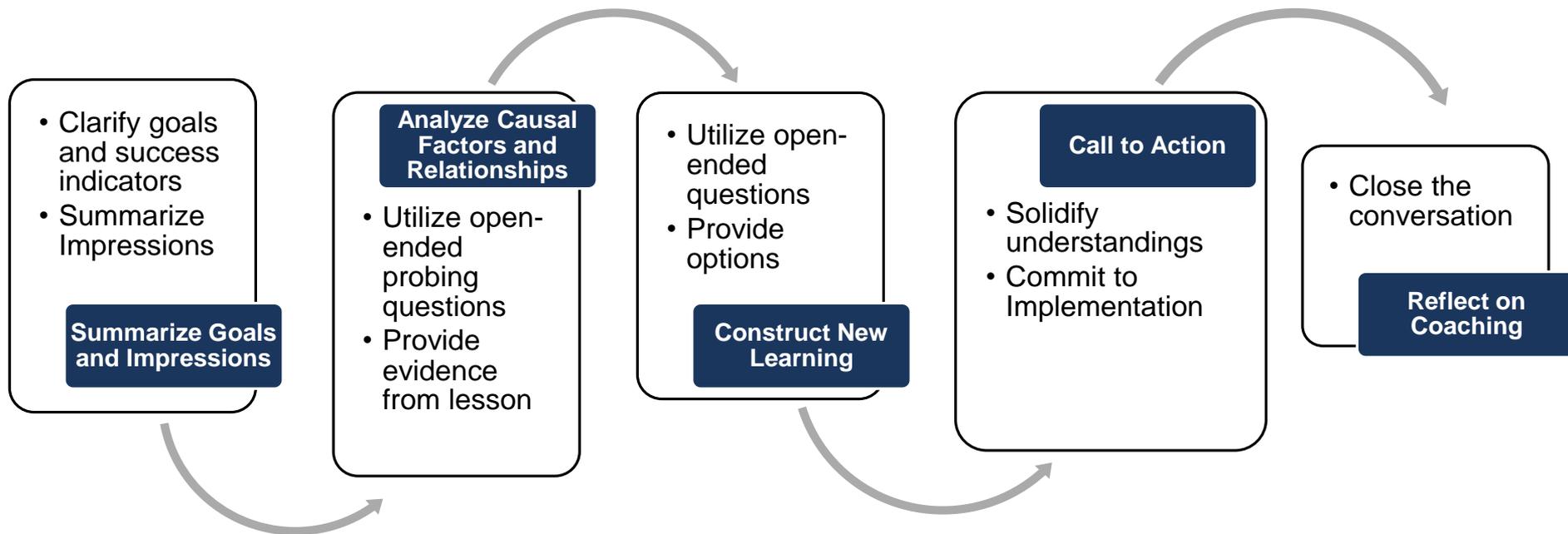
Consultant

Collaborator

Coach

Costa & Garmston, (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordan Publishers, Inc.

Reflective Conversation Moves



Costa & Garmston, (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordan Publishers, Inc.

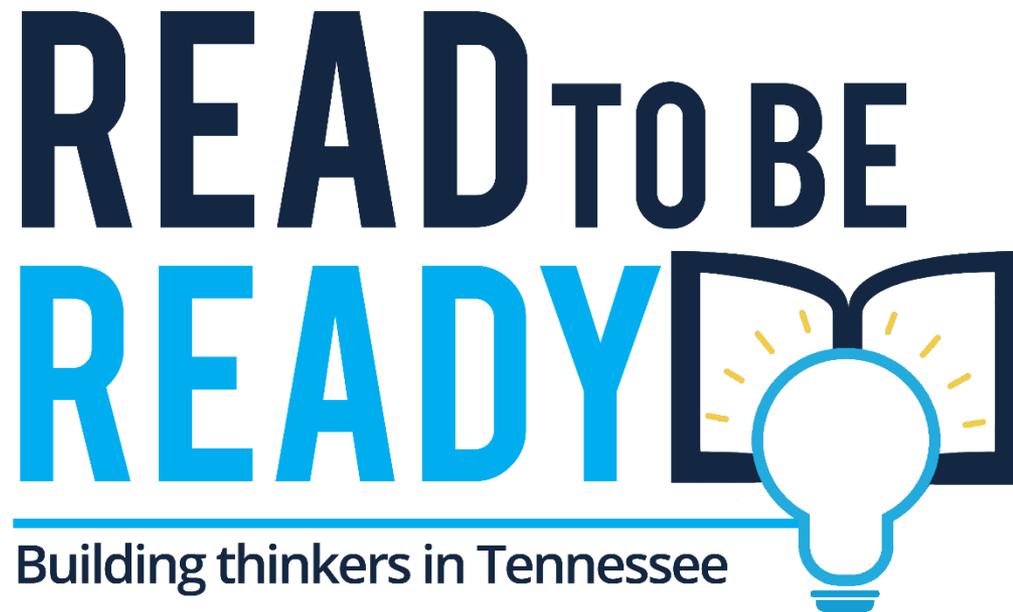
Turn and Talk

Review the Coaching Moves and Purposes for a Reflective Conversation in your handouts.

- What stands out to you in the reflective conversation?
- How will this conversation help you prompt teachers to use reflection as a tool to stimulate changes to their practice?
- What are some elements of the conversation that you are wondering how to implement?

Video

- As we watch the following video of a reflective conversation, note the following:
 - Does the coach follow the map?
 - How does the coach ensure that the teacher is doing the majority of the thinking?
 - Does the coach switch roles?
 - What verbal and non-verbal cues from the teacher let us know this was a good choice?



Reflective Session:
It's a Hummingbird's Life

Stand up, Hand up, Pair Up

- Partner A will answer the first two questions.
- Partner B paraphrase and add on.
 - Does the coach follow the map?
 - How does the coach ensure that the teacher is doing the majority of the thinking?

Stand up, Hand up, Pair Up

- Partner B answers the next two questions.
- Partner A paraphrase and then add on.
 - Does the coach switch roles?
 - What verbal and non-verbal cues from the teacher let us know this was a good choice?

Table Talk

- Looking at the coaching observation checklist, what elements did you see in this reflective coaching conversation?
- What are some coaching practices you may need to refine to effectively conduct a reflective coaching conversation?

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Refine and Extend

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Text Annotation Activity

- Read about the refine and extend phase of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high-quality professional learning
 - + This connects to what I have experienced first hand
 - ? This is something I wonder about

Generate Questions

- Independently craft two open-ended questions that might get another person to explain why this phase of the coaching cycle is important.

A/B Partners

- Partner A asks their questions first.
 - Partner B answers.
 - Then Partner A paraphrases.
- Partner B asks their questions.
 - Partner A answers.
 - Then Partner B paraphrases.

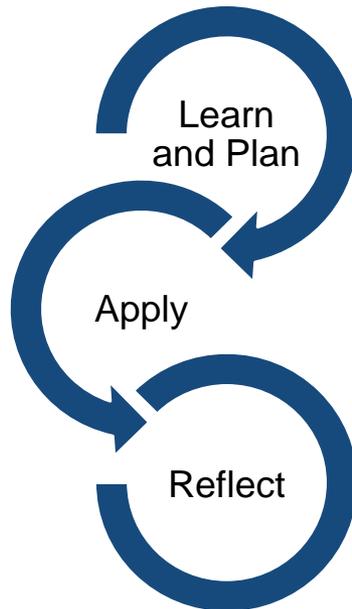
Question Check

- Were the questions open-ended?
- Did the questions use positive presuppositions?
- Did the questions use plural forms?
- Did the questions utilize tentative language?

Refine or Extend

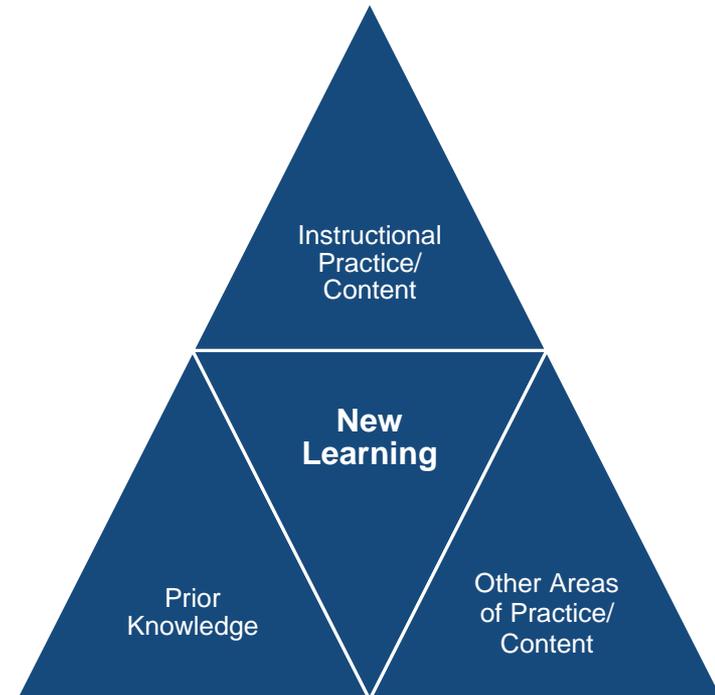
Refine

Repeat Portions of the Coaching Cycle



Extend

Make Connections



Video

- As you watch the refine and extend portion of the coaching video, consider:
 - Which role the coach is in for this phase?
 - How did the coach use questioning to get the teacher to make connections?



Video Group Debrief

- Which role is the coach in for this phase?
- How did the coach use questioning to get the teacher to make connections?
- As you consider the teacher practices needed to successfully implement interactive read aloud, what might be some areas you anticipate teachers will need to refine?
- What might be some areas that you can extend? What connections do you anticipate teachers might make?

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Evaluate

Text Annotation Activity

- Read about the evaluate phase of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high quality professional learning
 - + This connects to what I have experienced first hand
 - ? This is something I wonder about

Turn and Talk

- Why do you think it is important to evaluate the successfulness of your coaching cycles?
- Why is it important to look at a variety of sources of evidence and to look at success from multiple perspectives?

Read Aloud

- *Sam and Dave Dig a Hole*

Written by Mac Barnett

Illustrated by Jon Klassen

- Consider how this story connects to the idea of evaluating our progress in multiple ways.

Brainstorm

- Individually, on a post-it note, record as many types of evidence as you can think of that you might use to evaluate your success.
- You will have two minutes of independent think time.

All Write Round Robin

- Each person at the table shares one of their ideas. If you don't have it on your list, add it to your list.
- Continue to go around until no one has any ideas left to share.

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**Solidify Today's
Learning**

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3, 2, 1

On a post it note:

- Record 3 protocols we used today that you found useful and might use in your practice.
- Record 2 practices related to coaching that you learned and/or that you want to refine.
- Record 1 thing you are excited about related to the coaching network.