OPS Classroom Calibration
November 2016

Curriculum and Instruction Support
Agenda

• Welcome and Objectives
• 5-Minute Feedback – Digging Deeper
• Improving Coaching Conversations through Self-Reflection
• Coaching Tool Update
• Classroom Visit 1
• Coaching on the Instructional Framework - Checks for Understanding
• Classroom Visit 2
• Wrap Up
Objectives

• Leaders will practice coaching using the Office 365 Coaching Tool.
• Leaders will calibrate and reflect with colleagues during classroom coaching visits.
• Leaders will apply learning about Checks for Understanding during 5 Minute Feedback – Going Deeper coaching conversations focusing on initiating dialogue through reflective questions.
Five Minute Feedback - Going Deeper

- **Cushion Statement** – Include specific praise about what you coached them on most recently.

- **Teaching Statement** (When you…)

- **Research Statement** (We call that approach…)

- **Connect research to learning** (The impact this had on students’ learning was…)

- **Dialogue** – Initiate dialogue by asking a better question. Identify the missed opportunity or student learning challenge and determine a specific strategy. Have the teacher rephrase how they will use the specific strategy.

- **Positive Tag** – Restate the selected strategy and state a specific date of when you will be back.
Trucker Cheer!

1. Grab your steering wheel and drive!
2. Pump your fist in the air and honk your horn two times (HONK! HONK!).
3. Put a fist over your mouth like a CB radio and say, “Good job buddy!”.
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Better Conversations

1. Be curious.
2. Be nonjudgmental
3. Ask open questions

“Better conversations involve dialogue, and dialogue is made possible by good questions”

Jim Knight, Better Conversations
Open Questions (Why? What if? How?)

Why?
• Why do you think 14 out of 20 students were really engaged in the lesson and on task while others were less engaged?

What if?
• What if students had more voice in how they learned the material presented?

How?
• How could you teach to the standards and follow the pacing guide while still giving students an authentic voice in the learning task(s)?
Table Talk

• How are you making coaching happen at the building?
Reflecting on Coaching Conversations

Practice and calibration in large groups
Practice and calibration in small groups
Practice and calibration in pairs
Reflection as an individual
Value of Recording Yourself

• "When we record ourselves doing our work, we see that reality is very different from what we think." (pg. 2)

• "Video provides a clear picture of reality, which is critical for setting meaningful goals and monitoring progress toward those goals." (pg. 8)
Recording Your Coaching Feedback

BE TRANSPARENT


1. Ask the teacher for permission to record.
   - Explain the purpose for the recording and what you hope to achieve. Tell the teacher that the recorded conversation will not be used for any purposes other than your own personal growth (and keep your word).

2. Show the teacher how and what you will record.

3. Ensure the recording has begun and begin your conversation.

4. Let the teacher know you will delete the recording after your reflection.

5. Thank the teacher for taking part in your growth as a coach.
Coaching Tool Updates

Status: Completed

Observed Section: Select an item
Start Date: 10/6/2021
End Date: 10/6/2021
Feed Back Type:
- 30 Seconds
- 5 Minute
- Instructional Coaching
- No Coaching Left

COACHING FEEDBACK
Strategy Coached:
- Section 1 Gradual Release of Instruction and Lesson Planning

Attachments
Add Delete

Coaching Feedback
Type a value
Let’s Practice with a Partner!

1. Partner UP!
2. Observe in the classroom for 10 minutes.
3. Debrief with one another in the hallway. Prepare for your coaching conversation.
4. Even numbers will coach first (Be sure to record your coaching conversation). Odd numbers will cover the classroom first.
5. Switch roles.

Return to the library.

6. Reflect by listening to your conversation and completing the reflection sheet.
7. Share your reflection with your partner and set a goal for how you would like to improve your next coaching conversation.
Let’s Practice with Colleagues!

2. Observe in the classroom for 10 minutes.
3. Debrief with one another in the hallway. Prepare for your coaching conversation.
4. Number 1 will coach first (Be sure to record your coaching conversation). Numbers 2 and 3 will cover the classroom first.
5. Switch roles until everyone has had a chance to coach and record themselves.

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7. Share your reflection with your group and set a goal for how you would like to improve your next coaching conversation.
Complete the reflection activity by the appointed time.

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Focus on the BIG ROCKS

- Cafeteria Duty
- Lesson Plan Checks
- Parking Lot Duty
- Returning Phone Calls
- E-mail

Individual School Focus

Instructional Framework - Checks for Understanding (1, 9)

Guaranteed and Viable Curriculum (1, 2, 9)
(Coming at the December Principal Meeting)

Teacher Observations

Student Office Referrals
Effective Lessons have these seven components:

- Anticipatory Set
- Objective/Learning Goal
- Modeled *
- Shared *
- Guided *
- Independent
- Summary

*These three components are repeated often throughout the lesson. These iterative cycles can happen in whole group or small group. These components provide the key to learning because they embed checks for understanding with simple formative assessments and descriptive feedback which allows for continual adjustments to instruction (re-teaching).
Checks for Understanding

- May occur during Modeled, Shared or Guided instruction:
  - Simple formative assessment
  - Descriptive feedback
  - Adjustment to instruction (Re-teaching)
Gradual Release of Instruction

<table>
<thead>
<tr>
<th>Modeled</th>
<th>Shared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided</td>
<td>Checks for understanding</td>
</tr>
</tbody>
</table>
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2016-2017 Coaching Focus

5 Minute Feedback – Going Deeper

• Instructional Framework – Checks for Understanding
• Guaranteed and Viable Curriculum (December 2016)
• Recording coaching feedback for coach reflection
• Using video to enhance coaching feedback (January 2017)

Coaching visits

• First semester - 10 coaching visits per week
• Second semester – 5 coaching visits per week

*Optional for teachers being appraised.

*Teachers on plans of support do not receive coaching visits.
Next Plan of Action

• What are your next steps?

Coaching Calibration for Instructional Leadership
February 22 and 23, 2017
*Register for one ½ day session
CIS Resources

Office 365

Department Webpages

Twitter

http://district.ops.org/DEPARTMENTS/CurriculumandInstructionSupport.aspx

@OPS_CIA
THANK YOU!

• Please complete the Coaching Calibration Session Evaluation before you leave today.
  • Office 365 Waffle > SharePoint > Instructional Leadership > Coaching