

13th Annual

# Thinking & Learning Conference

**DR JANE KISE**

Saturday 21 May

**Differentiated Coaching: Reaching  
teachers who just don't think like you**

Session 2

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**MELBOURNE**

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# DR JANE KISE

Dr Jane Kise is an educational consultant, specialising in leadership development, team building, coaching, professional learning communities and school staff development for differentiated instruction, especially in mathematics. She is the author or co-author of over 20 books on these subjects. Jane has worked with diverse organisations, including various public and private schools, NASA, the University of Minnesota and numerous other institutions. She is a frequent workshop speaker and has presented at numerous major international conferences. She has taught writing at the university level.



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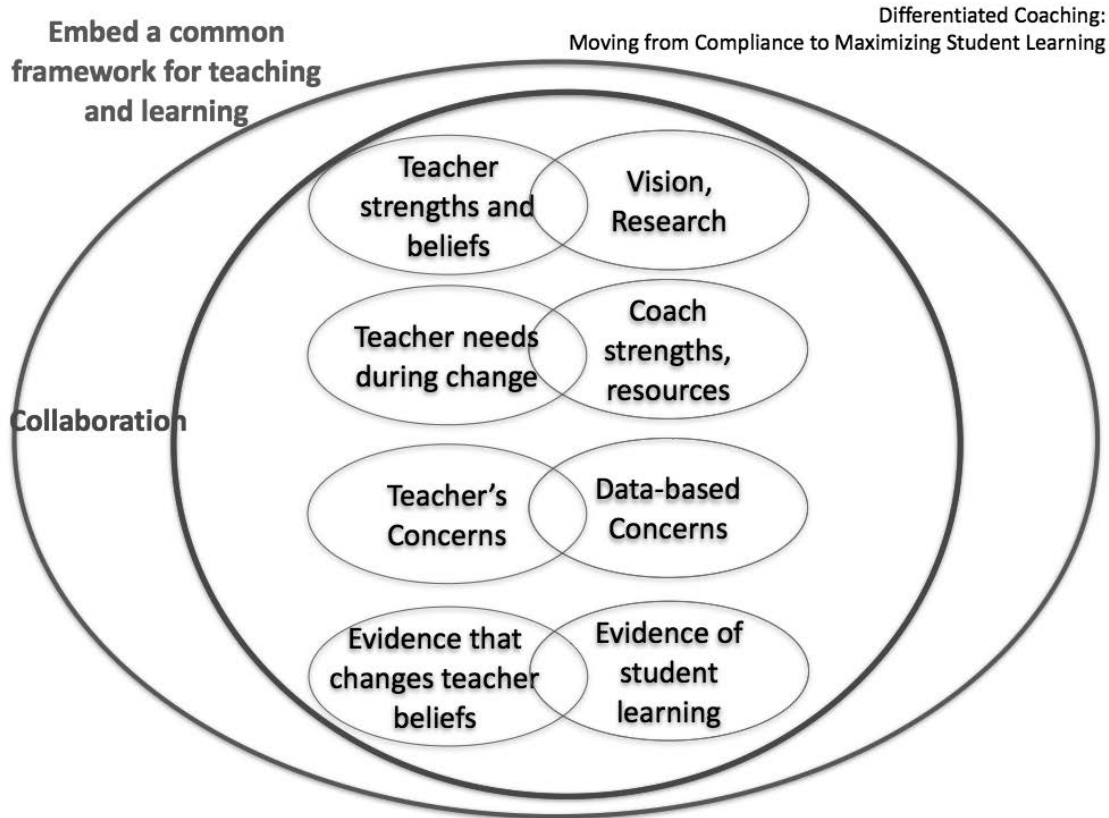
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# Differentiated Coaching: Reaching Teachers Who Just Don't Think Like You

Jane Kise, EdD



### WHY DIFFERENTIATED COACHING?

- Teachers form their practices around what they do best
- Their strengths are related to their personalities
- Their personalities drive their educational beliefs
- Changing their practices means changing those beliefs
- That makes change very, very difficult

### EMBED COACHING IN A COMMON FRAMEWORK

Personality Type:  
A Framework For Understanding Individual Differences In How Normal People

Gain Energy  
Gather Information  
Make Decisions  
Approach Work and Life

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### ESSENTIAL ELEMENTS OF A COMMON FRAMEWORK

- Describes teaching and learning in nonjudgmental ways. No one should feel labeled.
- Be strengths-based, emphasizing how each person teaches and learns rather than suggesting limits on what they can do.
- Describes which learning styles a practice will reach.
- Applies across cultures and to both adults and students.
- Provides bridges among varying staff development efforts.

Kise, Differentiated Coaching (2006)

### TYPE AND COACHING EDUCATORS

- Changing “What’s wrong with this teacher?” to “How are we different?” [acceptance]
- Changing “This is the way to do it” to “What do you need to implement this strategy?” [differentiation]
- Changing “This won’t work with my students” to “Let’s figure out what I need to make it work.” [collaboration]



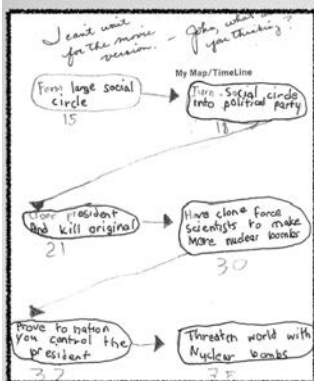
**Extraversion**  
Gaining energy through action and interaction



**Introversion**  
Gaining energy through solitude and reflection

### HOW MIGHT A TEACHER'S PREFERENCE FOR EXTRAVERSION OR INTROVERSION AFFECT THEIR COMFORT LEVEL WITH

- Students working in small groups
- Individual work on practice problems
- Pushing for students to ask questions and justify reasoning
- Giving sufficient wait time for students to reason



**SENSING**  
First gathering information through the five senses and past experiences; reality is the starting place

**Intuition**  
First gathering information through hunches, connections and analogies; insight is the starting place

### COGNITIVE STYLES

**IS: Let me master it**  
Clear, practical goals  
Step-by-step processes  
Details for implementation

**IN: Let me think**  
Independent study time  
In depth materials  
Choices for next steps

**ES: Let me do something**  
Keep it practical, no theory  
Let me talk and try things  
Give me immediate feedback

**EN: Let me brainstorm**  
Novel content and activities  
Group activities and discussion  
Save the details for later

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**Anne's Strengths:**

- Deep understanding of the building blocks of mathematical concepts
- Clear lesson goals and assessments
- Excellent classroom management
- Drive to perfect teaching methods

- Test data, for some...
- Impact on their individual students
- Proof that changes are better than the present
- A theoretical model
- Evidence from a classroom just like theirs
- Testimony from someone they trust...
- Expert opinion

**Anne:**  
My first-hour class seems plagued with learned helplessness. They read problems and sigh, "I can't do this."  
Do you think that discourse might help them become independent problem solvers?

- Modeling
- A step-by-step process to follow
- "Groupworthy" problems
- Gradual release of responsibility over four days

**Groupwork Process**

- Listen** to the problem. Follow along as it is read aloud.
- Think and write** during silent time about how you might solve it. Do not solve it yet!
  - Restate it in your own words.
  - What questions do you have?
  - What strategies might you use?
  - What past problems does it remind you of?
- Discuss** during group time. Use phrases such as
  - I wonder...
  - Say more about that...
  - Help me to understand...
  - Can anyone talk into that...
  - Can anyone build on that idea?
  - I agree and...
  - I disagree with... because...
- Record** your group's solution.
  - Show your work!
  - Define "it."
  - Use diagrams, pictures, labels.
  - Ask yourselves, can someone else understand our reasoning?
- Check** for group understanding.
  - Can every group member explain your answer and justify it?

One night the King couldn't sleep, so he went down into the Royal kitchen, where he found a bowl full of mangos. Being hungry, he took  $\frac{1}{6}$  of the mangos.

Later that same night, the Queen was hungry and couldn't sleep. She, too, found the mangos and took  $\frac{1}{5}$  of what the King had left.

Still later, the first Prince awoke, went to the kitchen, and ate  $\frac{1}{4}$  of the remaining mangos.

Even later, his brother, the second Prince, ate  $\frac{1}{3}$  of what was then left.

Finally, the third Prince ate  $\frac{1}{2}$  of what was left, leaving only three mangos for the servants.

How many mangos were originally in the bowl?

Both sides hold part of the truth

Vicious cycles escalate when you can't see the other viewpoint, OR when you tell those who DO see it that **it doesn't exist.**

That is a sure-fire way to generate resistance.

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## Type Preferences and Coaching Implications

<p><b>Extraverted types may:</b></p> <ul style="list-style-type: none"> <li>• Need to talk, not listen, to understand</li> <li>• Change their minds as they talk</li> <li>• Prefer act-reflect-act patterns of learning; for Extraverts, the doing gives them something to think about</li> <li>• Be stressed by too much lecture/inaction/quiet</li> </ul>	<p><b>Introverted types may:</b></p> <ul style="list-style-type: none"> <li>• Prefer to reflect on materials or experiences in advance</li> <li>• Take on a “deer in the headlights” feeling if the meeting focus changes from what they expect</li> <li>• Prefer a reflect-act-reflect pattern of learning, anticipating or reading about what might happen in advance of trying it</li> <li>• Be stressed by noise, changes without reflective time, being asked to self-disclose too much information</li> </ul>
<p><b>Sensing types may:</b></p> <ul style="list-style-type: none"> <li>• Want immediate applications and relevant examples</li> <li>• Prefer step-by-step implementation strategies and details to take them from what they know to what you want them to do</li> <li>• View theory as beside the point; they want to know what will work in <i>their</i> classroom</li> <li>• Be stressed by removal of what is working with no proof that the change will be better</li> </ul>	<p><b>Intuitive types may:</b></p> <ul style="list-style-type: none"> <li>• Be less interested in isolated skills than in how they fit into overall goals and strategies</li> <li>• View curriculum or instructional practices as a starting place for innovation <i>unless</i> give clear reasons not to deviate from them</li> <li>• Respond more to metaphors or theories than to facts</li> <li>• Be stressed by details, structure, no room for creativity</li> </ul>
<p><b>Thinking types may:</b></p> <ul style="list-style-type: none"> <li>• Want to know a coach is competent; tout your credentials and experience</li> <li>• Need logic and the rationale for changes</li> <li>• Distrust nonspecific praise</li> <li>• Be stressed by displays of emotion, assumption of a personal relationship, lack of fairness or equity</li> </ul>	<p><b>Feeling types may:</b></p> <ul style="list-style-type: none"> <li>• Take problems or critiques personally. Start with concrete positive reinforcement</li> <li>• Be concerned about the impact of practices on the <i>whole</i> person—teachers and students—not just academic achievement</li> <li>• Want students (and coaches) to like them</li> <li>• Be stressed by disharmony, not being listened to, or awareness that the needs of some teachers or students are not being met</li> </ul>
<p><b>Judging types may:</b></p> <ul style="list-style-type: none"> <li>• Find good practices and stick with them.</li> <li>• Have things planned out and resist coaching interventions that interfere</li> <li>• Seem rigid without sufficient attention to their informational and timing needs</li> <li>• Be stressed by changes—they had it all planned!</li> </ul>	<p><b>Perceiving types may:</b></p> <ul style="list-style-type: none"> <li>• Avoid planning very far ahead—things could change! A coach needs flexibility regarding the when’s and what’s of interactions.</li> <li>• Resist deciding quickly about lessons or practices—or may easily change their minds with new information</li> <li>• Be more likely to over or underestimate how long activities will take</li> <li>• Be stressed by closure: something better or more appropriate may be revealed through waiting</li> </ul>

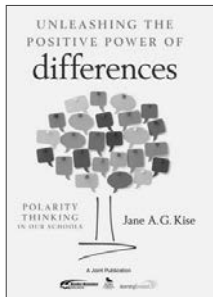
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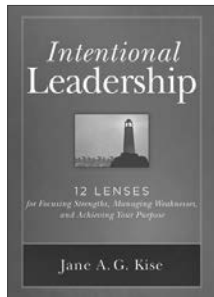
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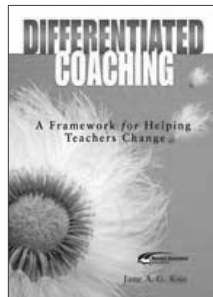
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	C01021	Differentiated Coaching: A Framework for Helping Teachers Change	\$42.95
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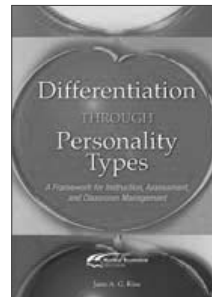
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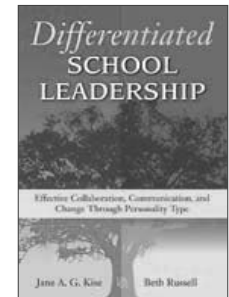
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