

14th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

PETE HALL

THURSDAY 18 MAY

**Feedback and Walk-Throughs
That Make a Difference**

Session 2

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PETE HALL

Pete Hall is a dynamic educator, speaker and author. Pete served five years as a teacher, two years as an assistant principal and 12 years as a principal. He worked exclusively in Title I schools, including Anderson Elementary School, a turnaround school in Reno, Nevada. For his tenacious and courageous leadership, Hall has been honoured with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr. Award (2005) and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Nevada Governor's Commission on Excellence in Education in 2005 and was selected to sit on the National Education Association's Great Public Schools Indicators Advisory Panel in 2010.



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PETE HALL

AUTHOR * SPEAKER * CONSULTANT * MOTIVATIONAL COACH
FORMER TEACHER AND SCHOOL ADMINISTRATOR

After a teaching career that spanned preK-8 over three states, Mr. Hall served 12 years as a principal in three Title I schools: Anderson Elementary in the Washoe County (Reno, NV) School District, and Sheridan Elementary and Shaw Middle in the Spokane (WA) Public Schools. Under his leadership, Anderson ES was the only Title I school in the State of Nevada to earn “High Achieving” designation; Sheridan ES earned accolades from the Washington State Office of the Superintendent for its growth and achievement; and Shaw MS earned a Career & Life Readiness Award from the State of Washington.

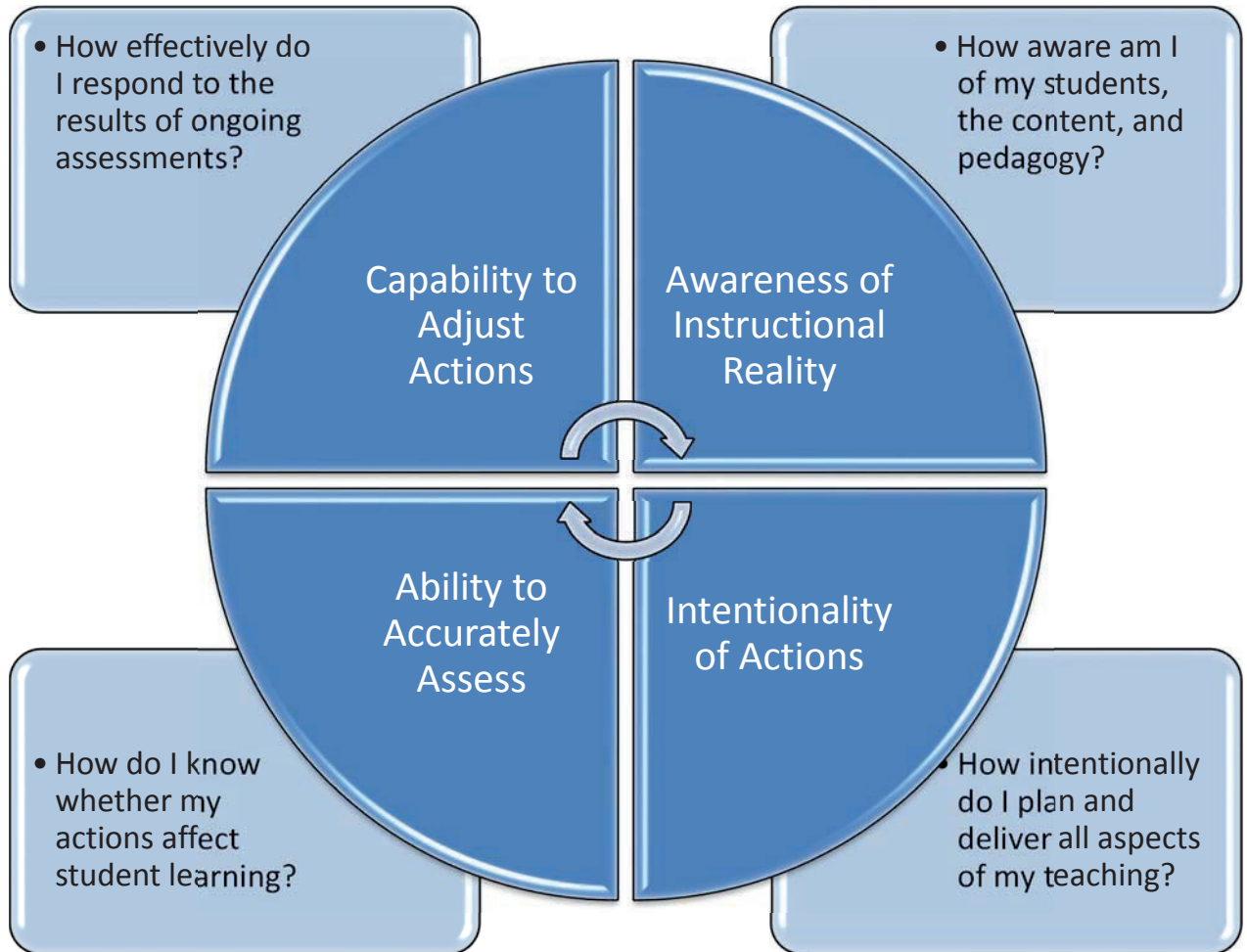
Mr. Hall's written works include authoring over a dozen articles on leadership and publishing six books, *The First-Year Principal* (Scarecrow Education, 2004), *Building Teachers' Capacity for Success: A collaborative guide for coaches and school leaders* (Hawker Brownlow Education, 2010), *Lead On! Motivational lessons for school leaders* (Eye On Education, 2011) *Teach, Reflect, Learn: Building your capacity for success in the classroom* (Hawker Brownlow Education, 2015), *Fostering Resilient Learners: Strategies for creating a trauma-sensitive classroom* (Hawker Brownlow Education, 2016), and *The Principal Influence: A framework for building principals' leadership capacity* (Hawker Brownlow Education, 2016). A seventh, tentatively titled *Cultivating a Culture of Reflective Practice: The definitive guide to building teachers' capacity*, is scheduled for release in 2017.

For his tenacious and courageous leadership, Mr. Hall has been honored with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr Award (2005), and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Governor's Commission on Excellence in Education (in Nevada, 2005) and was selected to sit on the National Education Association's Great Public Schools Indicators Advisory Panel (2010-2011). He holds a National Principal Mentor Certificate from NAESP and serves as a trainer and coach for NAESP's PALS mentoring program. He also provides extensive professional development services as an ASCD Faculty member.

Mr. Hall has worked as a personal consultant/mentor/motivational coach for school leaders, teachers, professional athletes, weekend golfers, stand-up comedians, firefighters, business executives, custodians, and more. A current resident of Coeur d'Alene, Idaho, he speaks and consults internationally.

Follow him on Twitter at @EducationHall

The Reflective Cycle



The Continuum of Self-Reflection

Unaware Stage				
Capacity-Building Goal: To build deeper awareness of students, content, and pedagogy				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Directive statements)	Differentiated Coaching Strategies
<ul style="list-style-type: none"> • Demonstrates little or no awareness of instructional reality in the classroom • Engages in little or no self-initiated reflection • Defines problems or challenges inaccurately • Sees surface-level events and classroom elements • Collaborates infrequently with colleagues • Focuses on routine • Exhibits the best of intentions • Expresses confusion about own role in learning • Focus is on the job itself—the act of teaching 	<p>Administrator: Director</p> <p>Instructional Coach: Unconditional Partner</p>	<ul style="list-style-type: none"> • Assign a specific task during team meetings • Front-load the upcoming content/meeting with an article, video, or 1:1 discussion • Debrief immediately following the meeting to support understanding and next-steps • Facilitate collegial idea-sharing through professional learning protocols • Strategically partner this teacher with a colleague (in particular one in the Action Stage) to build reflective capacity 	<ul style="list-style-type: none"> • When you did this ____, the students did this ____. It worked because ____. Do that again! • I noticed you used ____ and it was effective because ____; use it whenever you want your students to ____. • When you did this ____, the students did this ____. Tomorrow try ____, and tell me what happens. • Your lesson was successful today because ____. • You (or your students) struggled today because ____. Next time that happens, try this: ____, and tell me what happens. • You appear frustrated with ____ and I noticed you ____ several times. Tomorrow, try to take note of how many times you ____. Then let's chat further. • I observed ____, which is not what you/we were going for in that lesson; try ____ to get the lesson back on track. This usually works because ____. 	<ul style="list-style-type: none"> • Make frequent contact, checking in often to talk about goals and progress toward them • Build confidence through short-term goal setting • Celebrate successes immediately • Model a strategy or lesson • Whisper Coach while co-observing another teacher's class • Write lesson plans together • Co-teach a lesson • Debrief a lesson together • Record a lesson, provide clear look-fors, and debrief the video together • Engage through side-by-side reflective journaling

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The Continuum of Self-Reflection

Conscious Stage				
Capacity-Building Goal: To work with greater intentionality in addressing student needs, content, and pedagogical practices				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Leading prompts)	Differentiated Coaching Strategies
<ul style="list-style-type: none"> • Demonstrates a consistent "knowing-doing" gap • Reflects when prompted by others • Offers external explanations for problems or challenges • Makes generalizations in observations about classroom reality • Collaborates inconsistently with colleagues • Tends to operate with strong habits and comfortable practices • Becomes easily distracted from goals • Disregards others' ideas • Focus is first on <i>self</i> 	<p>Administrator: Navigator</p> <p>Instructional Coach: Motivator and Strategist</p>	<ul style="list-style-type: none"> • Emphasize the use of data (pre and post) to clarify cause-and-effect relationships • Analyze student work samples as a team • Promote team lesson planning • Facilitate collegial observations to see strategies at work in various settings • Utilize protocols to guide discussion and promote engagement • Strategically partner this teacher with a colleague (in particular one in the Refinement Stage) to grow reflective capacity 	<ul style="list-style-type: none"> • Your goal is _____. How can I help you keep that focus and support your efforts? • I see you were using _____ today. Keep that focus! What worked well today? • Tell me about the purpose of today's activity. What is your evidence of success? • Today, your students were successful at _____. What did you do that directly led to their success? • I noticed _____ today. How might the outcomes change if you tried _____? Give it a shot and let me know how it goes. • Yesterday I observed your students _____; today, they are _____. How do you determine your daily lesson structure? • Tell me more about the planning that went into today's lesson. Why did you select the strategy you chose for this lesson? • How do you use what you know about your students to drive lesson planning each day? • When you did _____ today, I observed several students _____. How will you shift tomorrow's lesson to change the outcomes? • How does this lesson connect to prior and future student learning objectives? • What misconceptions might students have during tomorrow's lesson? How will you address that in your planning? 	<ul style="list-style-type: none"> • Make daily contact, checking in often to talk about goals and progress toward them • Build confidence through short-term goal setting • Celebrate successes immediately • Meet weekly for collaborative planning • Engage through Interactive journaling • Invite participation in small group discussions around common problem of practice • Model a strategy or lesson in the teacher's classroom • Co-plan, co-teach, and debrief a lesson together • Provide opportunities to observe in other classrooms – utilizing clear look-fors • Record a lesson, provide clear look-fors, and debrief the video together

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The Continuum of Self-Reflection

Action Stage				
Capacity-Building Goal: To build on experience and help strengthen expertise through accurate assessment of instructional impact				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Open-ended prompts)	Differentiated Coaching Strategies
<ul style="list-style-type: none"> •Commits to taking steps to affect student learning outcomes. •Engages in reflection before and after teaching •Evaluates problems or challenges objectively •Notices trends and themes in student performance and classroom elements •Collaborates on a limited basis with colleagues •Seeks to incorporate research-based concepts and strategies •Gravitates toward a particular structure or strategy •Struggles to identify solutions to long-term problems •Craves feedback from trusted partners •Focuses on the science of teaching 	<p>Administrator: Prompter</p> <p>Instructional Coach: Mentor</p>	<ul style="list-style-type: none"> • Provide opportunities for all teachers to share methods in team meetings • Engage in healthy debate about the pros and cons of various pedagogical strategies • Maintain a focus on data analysis during team meetings • Incorporate professional learning (new and deeper instructional strategies) as a regular component of team meetings • Strategically partner this teacher with colleagues (in particular those in the Unaware Stage) to build leadership capacity 	<ul style="list-style-type: none"> • What was the purpose of today's activity? Was it successful? How do you know? • Which parts of today's lesson went well? Which parts didn't? Why? • What was the goal of today's lesson? How did you determine that goal? • Today I observed you _____. Did that contribute to your goal? How can you tell? • Why did you choose to _____ today? Was that strategy effective? How do you know? • What other strategy could you have used today to achieve your goals? • How do you predetermine what your evidence of success will be for a lesson? • Do your anecdotal observations of student learning align with more formal assessment data? • If you could teach this lesson again, what would you do differently? Why? • Which students were successful achieving today's learning target? Which students struggled? Why was that so? • What does the student work from today's lesson tell you about _____ as a learner? • What can you tell me about _____ as a learner? How can you find out more? 	<ul style="list-style-type: none"> • Analyze data together • Analyze student work samples together • Collaboratively engage in diagnosis and action planning based on beliefs of how students learn • Provide research from which to construct meaning • Invite participation in small group discussions around common problem of practice • Foster idea-sharing through collegial observations • Model new strategies in gradual-release model • Record lesson and discuss video analysis • Model open-mindedness toward multiple approaches and perspectives • Encourage participation in professional book club • Interactive journaling

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The Continuum of Self-Reflection

Refinement Stage				
Capacity-Building Goal: To encourage long-term growth and continued reflection through responsiveness to ongoing assessments				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Challenging prompts)	Differentiated Coaching Strategies
<ul style="list-style-type: none"> • Accepts responsibility for the success of each student and for ongoing personal growth. • Reflects before, during, and after taking action • Modifies lessons and plans to meet students' varied needs • Dissects lessons and learning to reveal options for improvement • Pursues opportunities to work and learn with colleagues • Maintains a vast repertoire of instructional strategies • Recognizes that there are multiple "right" courses of action • Thinks globally, beyond the classroom • Focuses on the art of teaching 	<p>Administrator: Challenger</p> <p>Instructional Coach: Collaborator</p>	<ul style="list-style-type: none"> • Assign and/or encourage formal leadership roles within the team or department structure • Encourage sharing and modeling of the thinking behind this teacher's decisions and actions in the classroom during team meetings • Encourage leadership of a team action-research project • Strategically partner this teacher with colleagues (in particular those in the Conscious Stage) to build their reflective capacity 	<ul style="list-style-type: none"> • Today your students did ___ and you immediately responded with ___. How did you plan to address that misconception? • In the middle of today's lesson, you abruptly changed course. What led to that decision? Was it a successful move? How do you know? • How do you know when students are learning in the middle of a lesson? What do you look for? • How do you identify specific learning styles of the students in your room? • Explain the thinking that went into planning a lesson like this. How do you know which strategies to select? How do you decide which activities to choose? • To what extent are you collaborating with your colleagues to plan and deliver your lessons? How can you become more intentional in partnering with your teammates? • Your lesson today reminded me of a recent article I read in <i>Educational Leadership</i>. I'll put a copy in your box – I would love to hear your thoughts. 	<ul style="list-style-type: none"> • Analyze data and student work samples together • Analyze school-wide data together • Stimulate discussions of personal vision and educational philosophy • Serve as devil's advocate to challenge thinking • Record lesson and discuss video analysis • Facilitate idea-sharing through collegial observations • Encourage leadership of small group discussions around common problem of practice • Encourage book club facilitation or leadership • Arrange for student-teacher hosting opportunities • Encourage conference participation and publication submission • Interactive journaling

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Continuum Teacher Profile

Ms. G

The staff at Rio Lindo School is looking for ways to increase student achievement and improve the standing of the school and its students. The district has shifted its focus from curriculum and content adoptions to standards-based instruction and standards-based grading practices. As the school year begins, the Rio Lindo teachers brace themselves for change and prepare for new expectations and new structures.

Ms. G, a 10-year veteran teacher at Rio Lindo, starts the new school year with a wary eye on the changes. Her students tend to score pretty well, she never runs afoul with parents, and her low discipline rates keep her off the principal's radar. As she puts together her first-quarter lesson plans, she appreciates how well she has her routines "dialed in." She isn't too worried about the standards-based focus because she's seen initiatives like this come and go before, it can't be *that* different than what she's already been doing, and she knows her content inside and out.

A couple of weeks into the school year, Ms. G realizes that the standards-based train is really moving fast. Most of her colleagues seem to have jumped on the bandwagon and seem to be talking about standards all the time. It appears that this is an evolution in education, not a fad. Ms. G wants to get on board with the rest of her teammates, but now she feels a little left behind. "Education is a complex, busy profession," she says. "I've always got enough to do – my kids keep me on my toes! And is it really worth it to try to catch up, anyway?"

Questions for you to discuss:

1. At which stage along the Continuum of Self-Reflection do you believe Ms. G is currently operating?
2. What evidence can you use to support that hypothesis?

Feedback Planning Form

Directions: This tool aids in the planning of feedback to offer a teacher, following a classroom visit, video observation, or other teaching & learning event. The feedback prompt/stem should generate reflective thought and launch a deeper conversation, enhancing the teacher’s growth as a reflective practitioner.

Step 1: Setting the stage

Name of teacher	Stage on Continuum of Self-Reflection	What is the look-for focus for this classroom visit/observation?
	<input type="checkbox"/> Unaware <input type="checkbox"/> Conscious <input type="checkbox"/> Action <input type="checkbox"/> Refinement	

Step 2: Reflective goal

What is the teacher’s capacity-building goal for his/her stage on the Continuum of Self-Reflection?
<input type="checkbox"/> If Unaware stage, goal is to build deeper awareness of students, content, and pedagogy. <input type="checkbox"/> If Conscious stage, goal is to work with greater intentionality in addressing student needs, content, and pedagogy. <input type="checkbox"/> If Action stage, goal is to build on experience and help strengthen expertise through accurate assessment of instructional impact. <input type="checkbox"/> If Refinement stage, goal is to encourage long-term growth and continued reflection through responsiveness to ongoing assessments.

Step 3: Technical goal

What specific element of teaching, related to the look-for focus above, would you like the teacher to reflect upon? If you have a specific idea for improvement, include it here.

Step 4: Feedback

What type of feedback is best utilized for this teacher’s stage on the Continuum of Self-Reflection?	How will you phrase the feedback prompt/stem to launch the conversation?
<input type="checkbox"/> Unaware: Directive statements <input type="checkbox"/> Conscious: Leading prompts <input type="checkbox"/> Action: Open prompts <input type="checkbox"/> Refinement: Challenging prompts	
When and how will you provide this feedback to the teacher?	

Adapted from Hall, P. & Simeral, A. (2016). *Building teachers’ capacity for success: A collaborative approach for coaches and school leaders*, 2nd ed. Alexandria, VA: ASCD.

R_x

PRESCRIPTION

Patient Name: _____

School: _____

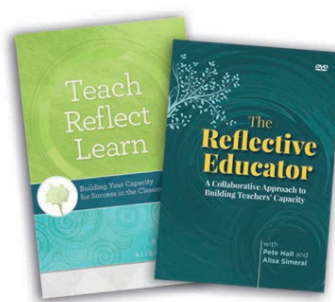
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Used upon authority of Pete Hall, author, *Building Teachers' Capacity for Success* (Hawker Brownlow Education, 2010).

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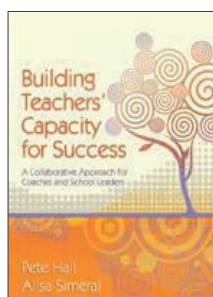
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	116026	The Principal Influence: A Framework for Developing Leadership Capacity in Principals	\$45.95
	115000	The Reflective Educator Bundle	\$275.00
	616027	The Reflective Educator DVD: A Collaborative Approach to Building Teachers' Capacity	\$250.00
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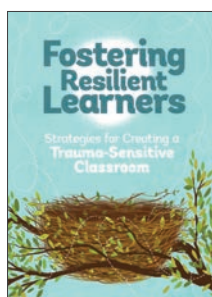
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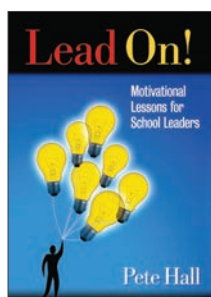
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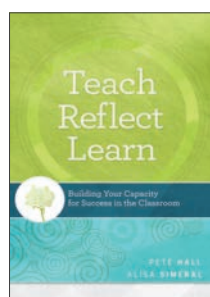
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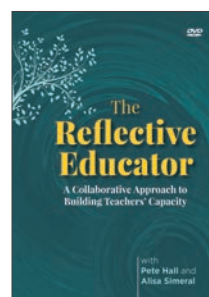
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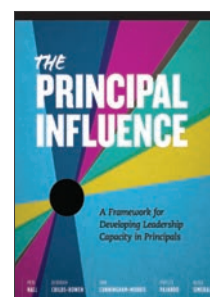
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