

14th Annual
Hawker Brownlow

Thinking & Learning Conference

PETE HALL

FRIDAY 19 MAY

**Instructional Coaching Essentials
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.

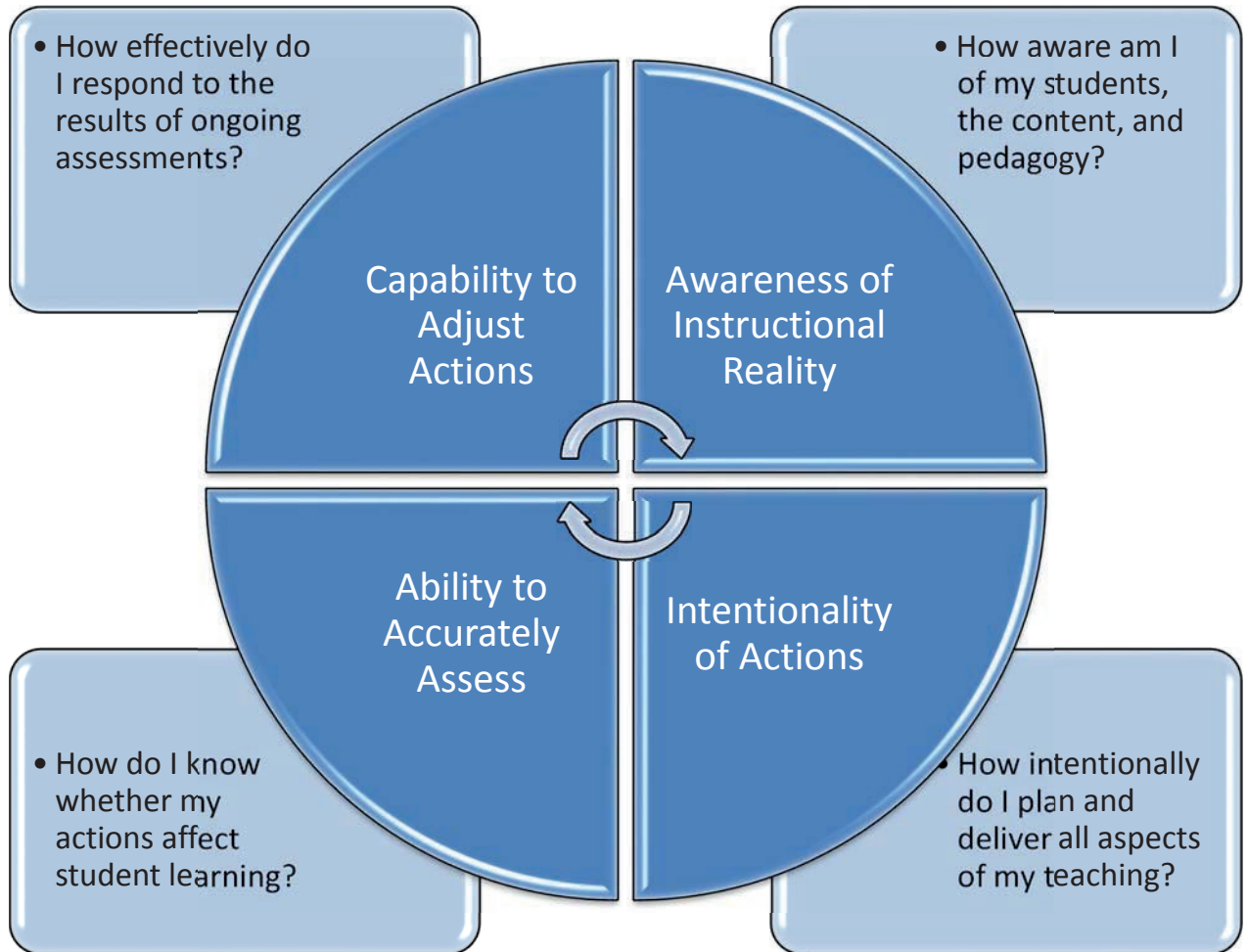
Mr. Hall’s written works include authoring over a dozen articles on leadership and publishing six books, *The First-Year Principal* (Scarecrow Education, 2004), *Building Teachers’ Capacity for Success: A collaborative guide for coaches and school leaders* (Hawker Brownlow Education, 2010), *Lead On! 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 <i>act</i> 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 self 	<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

<p style="text-align: center;">Action Stage</p> <p style="text-align: center;">Capacity-Building Goal: To build on experience and help strengthen expertise through accurate assessment of instructional impact</p>				
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 <i>science</i> 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 <i>art</i> 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

Mrs. C

At the beginning of the year, you share your expectations with staff that they all differentiate their instruction and link reading strategies into every content area. Mrs C, who teaches U.S. History, is eager and excited to get started, after attending a workshop on D.I. over the summer and creating a bank of reading strategies.

Your early conversations with Mrs C and opportunities to sit in on some team meetings indicate that she is progressing toward her goal. She relates that she is differentiating for students with varying reading abilities. When you enter her classroom for some informal observations, you notice the majority of her lessons are delivered via lecture, and when students get to work they're usually in pairs and addressing questions in the textbook.

Mrs C tells you she's partnered the students intentionally, but the other strategies she's learned really won't fit with the classes you observed because of the complexity of the content, some of the behavior issues she has this year, and the pace that she has to go in order to cover the curriculum. When you offer a couple of suggestions for her practice, she says, "I'm doing that here and there, but it hasn't really been working too well this year. But we're making progress."

1. In what stage on the Continuum of Self-Reflection do you believe Mrs C is currently operating?

2. What evidence do you have to support that hypothesis?

Menu of Coaching Strategies

Appetizers (these could be delivered via impromptu visits or brief encounters)

Ex: Offer to score an assessment together w/ T

Entrees (these are generally planned together, discussed, and occupy multiple sessions)

Ex: Teach a model lesson in T's classroom using a "new" instructional strategy (i.e. one the T rarely uses)

Desserts (these top off the sessions and allow the teacher to truly fly)

Ex: Cover T#1's classroom while T#1 teaches a model lesson in T#2's classroom (using "new" strategy)

Figure 2.2

Characteristics of the Instructional Coach and the Building Administrator

Instructional Coach

Building Administrator

Common Responsibilities

- Develops relationships
- Observes teachers
- Analyzes assessments
- Provides resources
- Mentors/challenges teachers
- Strengthens the community of learners

Distinct Responsibilities

- Peer
- Not an administrator
 - Provides constructive feedback
 - Models lessons

- Superior
- IS an administrator
 - Provides summative feedback
 - Evaluates lessons

Overlapping Responsibilities

- Servant leadership
- Collaborative goal setting
- Provides professional development
- Counsels teachers
- Motivation

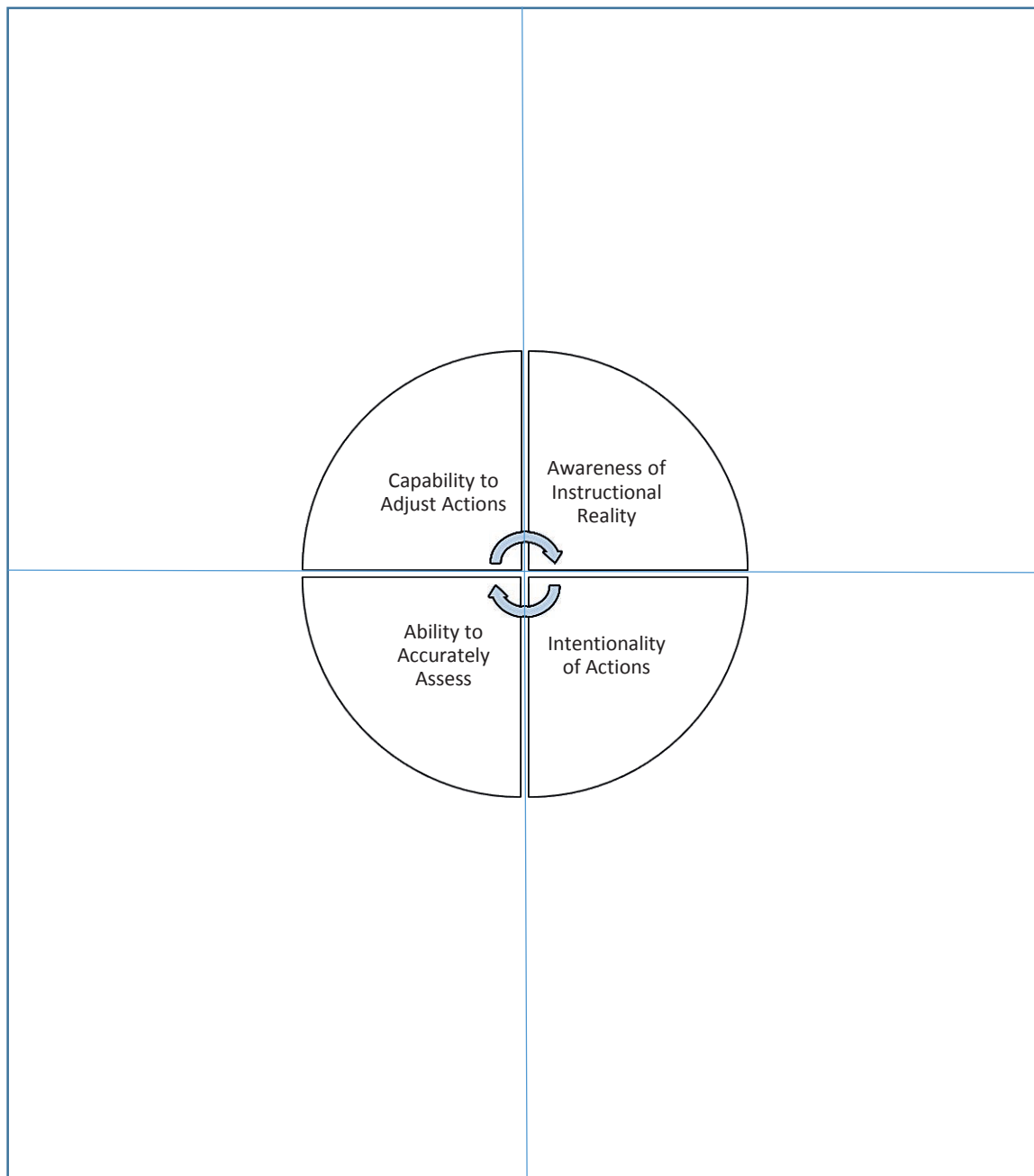
- Visible leadership
- Directive goal setting
- Coordinates professional development
- Directs teachers
- Inspiration

The Essential (Admin/Coach) Partnership

Read the excerpt, "The Essential Partnership," on pgs 169–171 of *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders* (Hall/Simeral, Hawker Brownlow Education, 2010), then discuss the following:

1. How often are admin/coach meetings scheduled? How long are the meetings? How often are the scheduled meetings held? How sacred are they considered?
2. Who determines the meeting agenda? How does one or the other party add items to discuss?
3. Have you established admin/coach meeting norms? Have you established admin/coach operational norms? How do you know HOW to communicate with one another? What is your plan if one or the other party breaches the norm agreement(s)?
4. When discussing individual teachers, what do you discuss? What is off-limits? How do you hold each other (and yourselves) accountable to that expectation? Do you discuss teacher goals? Coaching strategies? Continuum stages? Feedback content? Observation notes? Evaluation content? What would be the pros and cons of each?
5. Are you able to maintain calibration and fidelity to the diagram on pg 22 (Characteristics of the Instructional Coach and the Building Administrator)?
6. How have you communicated the Admin/Coach partnership to staff? Do they understand the goal of your collaborative work? How are teachers involved? How do you plan to continue to communicate (on an ongoing basis) this work?

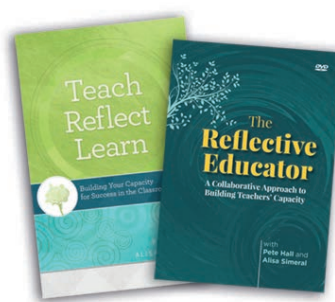
The Reflective Cycle diagram



Adapted from Hall & Simeral (2015). *Teach, Reflect, Learn: Building your capacity for success in the classroom*. Copyright © Hawker Brownlow Education.

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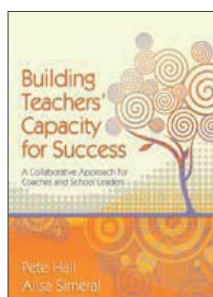
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	116026	The Principal Influence: A Framework for Developing Leadership Capacity in Principals	\$45.95
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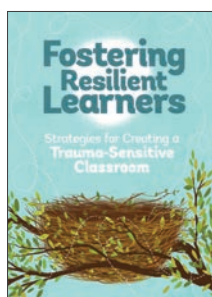
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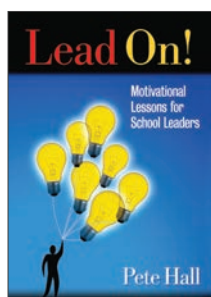
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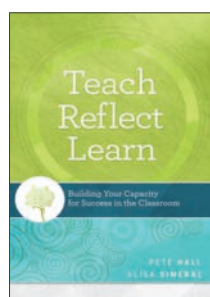
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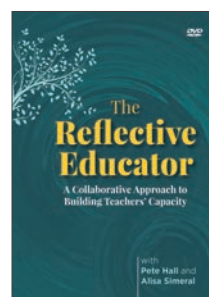
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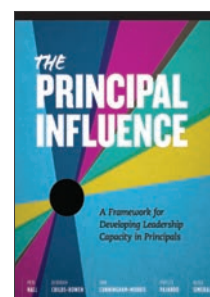
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