

UCLA Lab School
Creating Collegial Relationships for Social Justice
Part I: Introduction to Peer Coaching
August 26, 2011; 8:30 a.m. - 2:30 p.m.

Goals of the Project:

- Explore and implement ways to take charge of and structure our professional collaboration to *improve instruction* and *create a space for reflection and dialogue* on critical subject matter
- Translate our passion for *social justice* into *practice* in our elementary classrooms through the creation of a *peer inquiry group* that reflects our core values and our belief that young children are capable of and should be involved in confronting social justice issues
- Develop a *system for collaboratively engaging* in a process that leads to *examining* our instructional practice, *managing* the various expectations of stakeholders and institutional traditions, and *analyzing* student data to address curricula and pedagogy
- Use *peer coaching*, including classroom observation and reflection, to support each other as we explore innovative ways to address concepts of social justice in our classrooms and community
- Consider how a peer coaching model could be *expanded to other teaching teams* within and beyond the UCLA Lab School

- (8:30-8:50) **Introduction and Brainstorming**
 - Initial thoughts about peer coaching, facilitation and being a critical friend
 - What does social justice look like in elementary classrooms?
- (8:50-9:15) **What does it mean to coach a colleague?**
 - Text-Based Discussion (short articles)
 - “Coaching” by Jim Knight
 - “How to Say It Like a Coach” by Kathy Kee
 - Guiding Question: *What principles from these articles can/should we apply to our peer coaching work here at the UCLA Lab School?*
- (9:15-9:30) **Building, Developing, and Maintaining Trusting Relationships**
 - Establishing and keeping norms
 - Practicing confidentiality (what happens in Vegas stays in Vegas)
- (9:30-12:15) **One-on-one peer coaching**
 - Purpose
 - Reciprocity, co-learners, risk-taking, keeping the conversation professional
 - **The Coaching Cycle**
 - (9:40-10:20) **Planning conference**
 - Asking open-ended and reflective questions
 - Determining a focus
 - Academic: lessons, analysis of student engagement and participation, student work and representations of understanding
 - Social – student mediations, cooperative group skills, sense of agency, class participation and engagement, assignments that reflect multiple perspectives and critical thinking
 - Determining a method of data collection

10:20-10:30 BREAK

- (10:30-11:15) **Classroom Observation**
 - Evidence vs. Opinion
 - Selective Attention: Note-taking during a lesson
 - Scripting and other forms of data collection
 - Video-recording (including consent forms)
- (11:15-12:15) **Debriefing Conference**
 - Asking open-ended and reflective questions
 - Returning to the focus
 - Examining the video and/or student work
 - Planning next steps

12:15-12:45 LUNCH

- (12:45-1:30) **Facilitating inquiry**
 - The need for facilitation
 - Rotating facilitation
 - Using Facilitator and Collaborative Moves
 - Process vs. Content
- (1:30-2:10) **Logistics: Setting up the initial coaching cycle and monthly inquiry meetings**
 - Coaching pairs
 - Rotating facilitation
 - Scheduling observations, planning/debriefing sessions
 - Scheduling monthly meetings
 - Using technology
- (2:10-2:20) **Next Steps:**
 1. Practice the coaching cycle
 2. Begin monthly inquiry meetings (critical friends) – establish agendas
 - Consultancies
 - Tuning protocols
 - ????
 3. Next PD with Cindy (1 full day or 2 half-days)
 - Fine-tuning the coaching cycle
 - Coaching specifically in the area of social justice
 - What are our goals?
 - How will we teach differently (instruction)?
 - What will we teach differently (curricular content)?
 - What will we observe (data collection)?
 - Coaching to change our instructional practices: pushing for depth
 4. Coaching the coach? – each peer coach could receive 2 hours of coaching shadow/support from Cindy (Planning conference, observation, debriefing conference, and coach debrief) – some of this may be done via conference call or Skype.
- (2:20-2:30) **Closing and Evaluation**

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