

**UCLA Lab School**  
**Creating Collegial Relationships for Social Justice**

**Part II: Using Peer Coaching to Promote & Teach Social Justice in the Classroom**

AGENDA – December 12, 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

• **(8:30-9:30) Overview and Structured Debriefing of the Coaching Work to Date**

**SNOWBALL ACTIVITY**

1. From the perspective of the observed teacher, what have you valued about being coached?
2. As the observed teacher, what challenges did you encounter or what concerns did you have during the coaching process?
3. From the perspective of the coach, what have you valued about the opportunity to be a second pair of eyes, and an asker-of-questions, for your colleague?
4. As the coach, what challenges did you encounter or what concerns did you have during the coaching process?

• **(9:30-10:00) Modifying the Coaching Model**

- **Open Discussion:** What changes, if any, do we need to make to the coaching model we set up?

• 10:00-10:15 Break

• **(10:15-11:15) Examining Our Beliefs about Social Justice Education**

- Revisiting and **sorting** previous statements (from the proposal & our last session)
- Using the **Nominal Group Technique** to highlight our strongest beliefs

• **(11:15-12:00) Operationalizing Social Justice in the Classroom**

- **Charting** Units of Observation--What might observers see or hear that indicates:
  - That we are teaching toward Social Justice,
  - That our students are learning Social Justice principles, and
  - That our students are applying Social Justice principles and behaviors?

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- 12:00-12:30 Lunch
  
- (12:30-1:30) **Curriculum and Instruction for Social Justice**
  - This block is open-ended because the focus will depend on the previous two activities:
    - What will we teach differently (curricular content—e.g., units, weekly activities)?
    - How will we teach differently (instruction—e.g., gender and ability equity)?
  
- (1:30-2:15) **Implications for Peer Coaching**
  - **Generating tools and additional norms to help ourselves:**
    - What will we observe?
    - What questions will we ask to invite reflection?
    - What questions will we ask to push for depth in the area of examining our social justice practices?
    - How will we honor social justice principles within the coaching relationship?
  
- (2:15-2:25) **Next Steps**
  1. New Coaching Calendar (pairing and frequency)
  2. Brief Discussion on 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.
  
- (2:25-2:30) **Closing and Evaluation**