



UCLA Lab School part of the Graduate School of Education and Information Studies



## Creating Collegial Relationships for Social Justice

### Introduction to Peer Coaching

August 26, 2011  
Presented by  
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## AGENDA

- Introduction & Brainstorming
- What does it mean to coach a colleague?
  - Text-Based Discussion
- Building, developing & maintaining trusting relationships
- **One-on-one peer coaching / The Coaching Cycle**
  - Purpose
  - Planning Conference
  - Classroom Observation
  - Debriefing Conference
- Facilitating Group Inquiry
- Planning logistics
- Discussing next steps
- Closing and Evaluation

**Packet p. 2**

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## Introduction & Brainstorming: Quick Write

Choose one of the following to jot some thoughts and then we'll share

- 1) **How have you benefited during your professional career from...**
  - A peer coaching relationship (formal or informal),
  - A colleague's skill in facilitation of a group conversation, or
  - A colleague being a critical friend to you?
- 2) **How have you helped colleagues grow through...**
  - A peer coaching relationship (formal or informal),
  - Facilitation of group conversations, or
  - Being a critical friend?
- 3) **What excites you about...**
  - Being in a "formal" peer coaching relationship,
  - Growing in your facilitation skills, or
  - Deepening your work as a critical friend?

**Packet p. 3**

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### Social Justice in Elementary Classrooms

Let's brainstorm. What might this look like?

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### What Does It Mean to Coach a Colleague?

Read one of the following articles.

- "Coaching" by Jim Knight
- "How to Say It Like a Coach" by Kathy Kee

Reflect on this guiding question as you read:

- **Guiding Question:** *What principles from these articles can/should we apply to our peer coaching work here at the UCLA Lab School?*

Group Debrief

Packet p. 4, 5-8, 9-11

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### Creating/Dismantling Trust

- Reflect on a relationship you have where you feel there is a high degree of trust.
- Without naming the person, list the kinds of actions that help to strengthen the trust you have with each other (your actions and the actions of the other person)
- Contrast that relationship with one in which trust does not exist. What did you or the other person do that has contributed to the lack of trust?

Packet p. 12

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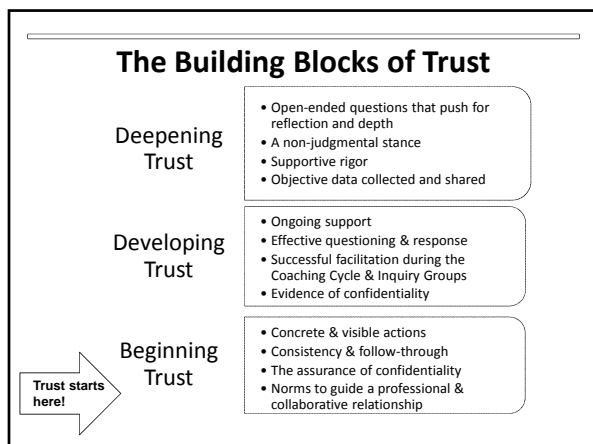
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### Sample Norms for Effective Communication & Trust Building

- ☐ Monitor your own “airtime”/Three before me
- ☐ Say what you need to here, not in the parking lot
- ☐ Disagree openly and respectfully
- ☐ Assume good will and positive intentions
- ☐ Listen and hear one another’s perspectives
- ☐ Avoid “side bar” conversations
- ☐ Be honest and share what you think and feel, but maintain your professionalism
- ☐ When others speak, listen; don’t prepare your next remarks
- ☐ Maintain confidentiality—what you hear in inquiry or in a coaching session you may **never** share with anyone outside the group

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### One-on-One Peer Coaching

**Purpose:**

- Provide support to improve classroom practice, particularly in our chosen focus area (social justice)
- Ask thought-provoking questions to help me reflect
- Be that extra set of eyes and ears
- Collect data that we can analyze together
- Be my co-constructor (as we learn together)
- Be a listener

**Assumptions:**

- ☐ Reciprocity (we watch each other; we ask each other questions)
- ☐ Being co-learners (we are both learning), while alternating roles
- ☐ Taking risks (we are in this together)
- ☐ Keeping the conversation professional (we focus on the task at hand)

Why?

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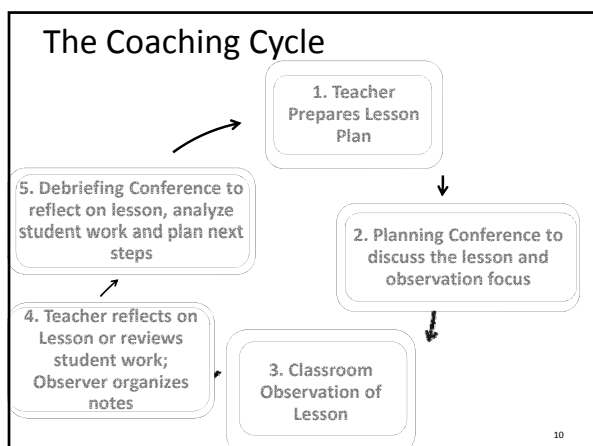
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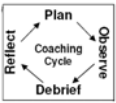
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### Planning Conference

- Purpose: Ask open-ended and reflective questions in order to:
- Understand the lesson objective
- Clarify anything that doesn't make sense to the observer regarding the lesson
- Determine a focus for observation (e.g., teacher questioning, student-to-student interaction)
- Determine a method of data collection

WATCH THE PLANNING CONFERENCE ON THE VIDEO—what do you notice about the questions?

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### Planning Conference Practice

- Review these pages in your packet:
  - Interview Protocol for a Preconference, **p. 13**
  - Question Samples – Planning Conference, **p. 14**
- With your grade level in mind, plan 3-5 questions that you could ask each other about an upcoming lesson.
- Pair up and practice your questions on each other. One person should play the role of coach and the other the role of teacher. Reword the questions if necessary. **Packet p. 13-15**

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## Classroom Observation

- Purpose – Collect objective, observable evidence in order to:
- Determine if the lesson objective was met
- Provide data for the debriefing conversation
- Capture conversations or behaviors that might not have been evident to the teacher

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## Evidence vs. Opinion

Evidence is a factual reporting of events.  
It may include teacher and student actions and/or behaviors.

- It may also include artifacts prepared by the teacher, students, or others.
- It is not clouded with personal opinion or biases.
- It is selected using professional judgment by the observer and / or the teacher.


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## Evidence vs. Opinion...

1. The children in the class did not understand what they read.
2. Eighty percent of students were confused about the assignment.
3. The teacher asked purposeful and thoughtful questions throughout the lesson.
4. The teacher asked 5 students to each explain how they got their answers.
5. The students were excited and engaged in the lesson.
6. The students were obviously learning.
7. Eight students spent the entire Writers' Workshop block drawing pictures.

**Packet p.16**

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### Evidence vs. Opinion...

8. The students did not know what they were supposed to do.
9. When the teacher was doing direct instruction, she used a Think-aloud to model her strategy for solving the problem.
10. All students wrote in their Writer's Notebook.
11. During the Partner Share, all but 2 partners were using the sentence frame on the board to share with each other.
12. After modeling making an inference, the teacher used guided practice to have the students make their own inferences.

**Packet p.16**

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### Types of Observation Evidence

- **Verbatim scripting of teacher or student comments:**  
"Bring your white boards, markers and erasers to the carpet and sit on your square."
- **Non-evaluative statements of observed teacher or student behavior:**  
Teacher presented the content from the front of room.
- **Numeric information about time, student participation, resource use, etc.:**  
[9:14 – 9:19] Two groups started on the assigned project immediately, one group talked for five minutes before starting.
- **An observed aspect of the environment:**  
Desks were arranged in groups of four with room to walk between each group.

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### What Is Scripting?

- Scripting is a form of data collection where you write down what is being said or heard and what action is happening. Scripting is the most commonly-used method of collecting data during classroom observations.
- Selective verbatim is refined scripting. You just record what is targeted directly to the lesson objective.




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## Tips for Successful Scripting

- Create your own shorthand, e.g., leave the vowels out, capture the beginning and ending of what was said.
- **Write down only what you can see and hear.**
- Indicate times every 2-5 minutes.
- **Use diagrams where appropriate.**
- Follow-through with the understandings from the planning meeting. Stick to the start and end times you established and the kind of data to be collected.
- **Don't take side notes. Write down what you and the teacher agreed you would script, based on what the observation focus is.**
- After the observation, fill in some of the abbreviations before you debrief.
- **Practice scripting at meetings or when watching TV. You'll get better over time.**
- If students are working in small groups or pairs, you might focus on one table or group and record only what is happening there. You can't catch everything.

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## Observation Practice

- Video Observation
- Grade 3 Language Arts lesson
- Teacher has asked you to focus on the following in your note-taking:
  - Am I inviting multiple students to share their responses (rather than calling on the same students again and again)?
  - Am I pushing students' in their thinking by asking them to explain or elaborate on their responses?
  - How effective are the heterogeneous groups in working toward the lesson objective?

**Packet p.17**

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## Observation Practice

- Observe a video and record what you see and hear during the lesson.
- Review your notes and fill in more detail based on what you remember.
- Share your notes with a partner. Are you sticking to Evidence only? Rewrite any Opinion statements you find.
- Highlight key pieces of information in your notes related to the questions you asked in the Planning Conference
- Think about questions you might want to ask this colleague in the debrief. **Packet p.17-18**

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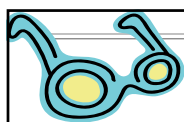
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## Observation Debrief

- How did this feel?
- What was challenging?
- What was easy?
- What is the benefit of doing this kind of data collection?

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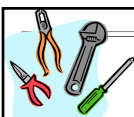
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## Additional Tools for Classroom Observation

- What else is there besides scripting?
  - What are the students doing?
  - Classroom activities chart
  - Using a Typology
  - Classroom Mapping

Packet p. 19-21

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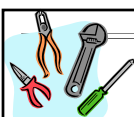
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## Choose the Right Tool for the Task

Lesson  
Objective

Observation  
Focus

Data  
Collection  
Tool

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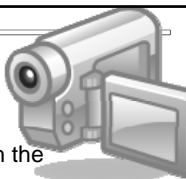
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## Video Recording



### ☐ Purposes

- ☐ Allows an “observer” to watch the lesson at another time, if unavailable to watch it live
- ☐ Provides a digital record that can be compared with, and used to supplement, observation notes
- ☐ Provides a reflection tool for teacher and/or coach before or during the Debrief Conference

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## Cautions and Drawbacks of Video Recording:



- What you focus on with the video camera privileges that aspect or angle.
- Difficult for one person to do alone, especially if you want to follow individual students or small groups (and audio can be a real problem).
- Videotaping is intrusive—teacher and students will probably alter their behavior.
- Maintaining anonymity is a problem. Obtain informed consent, protect confidentiality.
- If you record, you must watch—takes time.
- Video files take up massive amounts of hard drive space.

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## Post-Observation Debriefing Conference

- Let’s go back to Ms. Mahar’s 3<sup>rd</sup> grade lesson
- Before we meet with her for the debrief, we need to
  - review and organize our notes
  - highlight data that relates to her requested focus
  - prepare open-ended questions to help her reflect on her lesson

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## Post-Observation Debriefing Conference

What kinds of questions should we ask in the Debriefing Conference?

**Purpose:** Ask open-ended and reflective questions in order to:

- Help the teacher reflect on whether the lesson objective was met
- Invite dialogue about the data collected during the observation, plus any student work that was generated
- Discuss the focus areas for the observation, using the observation notes as the evidence for each focus area
- Elicit from the teacher any changes s/he would make if s/he were teaching the lesson again
- Determine next steps for moving forward in instruction

Review these pages in your packet:

- Interview Protocol for a Postconference
- Question Samples – Debriefing Conference

**Packet p. 22-24**

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## Post-Observation Debrief Practice and Reflection

- Pair up with your Planning Partner
- Review your Observation Notes—did you keep your opinions and inferences out of the notes?
- Highlight pieces of the notes that relate to Ms. Mahar's focus areas
- With Ms. Mahar's focus areas in mind, plan 3-5 questions that you could ask her regarding the lesson she taught.
- Pair up with your colleague and practice your questions on each other. Reword the questions if necessary.

**Packet p. 25**

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## Group Debrief

- What impediments might exist to creating conversations that invite open dialogue and professional growth?

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## Facilitating Inquiry



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## Why is facilitation important?

"One misconception about meetings is that getting all the experts in the same room will automatically produce good results. In actuality, getting the experts together is just the beginning, the beginning of being able to work together"  
(Basic Facilitation Primer, 2002).



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## What does a facilitator need to do?

- Facilitate the PROCESS
- Keep the group process moving
- Eliminate obstacles to progress
- Ensure that the group's goal is accomplished
- Ensure that group norms are established and followed
- Press for depth in the conversation
- Make sure everyone's voice is heard
- Ensure confidentiality
- Make sure that trust is built not dismantled



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## FIRST ROLE OF THE FACILITATOR:

### I. MANAGE

**BEFORE**—participation, logistics, communication

**DURING**—process toward goal

**AFTER**—action items, follow through, communication




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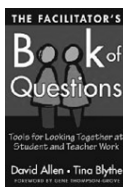
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## SECOND ROLE OF THE FACILITATOR:

### Move (the group forward)



- Press for depth in the conversation
- Set and maintain the conversation tone
- Guide the process




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## Collaborative Moves for All Participants

- All participants have a responsibility to help move the group process forward.
- Facilitators have a special role in this process.
- A snapshot of Collaborative and Facilitator Moves...

Packet p. 26-29

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### Reflecting on the Collaborative Moves

- Take a few moments and read through each of the Collaborative Moves.
- Think about when you have or have not used each of the moves
- Record your reflections on the left-hand column of the Collaborative Moves pages

Packet p. 26-28

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### Collaborative Moves in Action

- Discussion Topic: *Where should we go to lunch?*
- As you participate in and watch the group discussion, record the moves made by the facilitator and the participants
- Debrief: *What moves did you see the facilitator making? What moves did you see other participants making?*

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### Collaborative Moves in Inquiry Groups:

The Purpose of Inquiry Groups

- Build content knowledge
- Provide an opportunity for shared dialogue around student work, text, video, or other content source
- Build a community of learning professionals
- Provide a safe, trusting and confidential space for collaborative conversations

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## Logistics in the Peer Coaching Model

**Coaching pairs** – Talk with your partner regarding how often you will observe each other, when and where you will plan and debrief each observation

- Using technology – video recording the lessons?
- Put dates on the calendar for observations, planning/debriefing sessions

### Scheduling monthly meetings

- Rotating facilitation

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## Next Steps

1. **Practice** the coaching cycle
2. Begin **monthly inquiry meetings** (critical friends) – establish agendas
  - Consultancies, Tuning protocols, Text-Based, ????
3. **Next PD with Cindy** (1 full day or 2 half-days) – OPTIONS:
  - **Fine-tuning** the coaching cycle
  - Coaching specifically in the area of **social justice**
    - a. What are our goals?
    - b. How will we teach differently (instruction)?
    - c. What will we teach differently (curricular content)?
    - d. 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.

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## REFLECTION

What is something you learned or had reinforced today that you want to carry into your peer coaching work this year?

Take a couple of minutes to reflect  
Share with the group

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### Closing and Evaluation

- Reflection
- Please take a few minutes to complete the Evaluation Form.
- Your comments are confidential and guide me in future presentations.

**Thank You!**

Packet p. 31

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### Contact Information

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