



UCLA Lab School
Creating Collegial Relationships for Social Justice

**Part III: Broadening a Peer Coaching Model to Promote
& Teach Social Justice in the Classroom**

AGENDA

November 14, 2012; 9-2 pm at UCLA, Information Studies Building Room 228

Goals of the Day:

1. How to structure long-term coaching relationships
2. How to integrate technology into the peer coaching process
3. How to build new coaching relationships
4. Building a repertoire of data collection tools
5. Discussion/brainstorming of a plan for moving forward

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

- **(9:00-9:30) Overview and Structured Debriefing of the Coaching Work to Date**
 1. Review the Debrief of the First Coaching Cycle (Document, Oct. 30, 2011)
 2. What has changed since that first coaching cycle a year ago?
 3. Ranking activity (comfort level with coaching each other; comfort level with coaching peers at school site, comfort level with teaching social justice issues, comfort level in creating socially just classroom practices)
- **(9:30-10:30) Deepening Long-Term Coaching Relationships**
 - Kee, K., Anderson, K., Dearing, V., Harris, E., & Shuster, F. (2010). *Results coaching: The new essential for school leaders*. Thousand Oaks, CA: Corwin; **Chapter 5: Powerful Communication Skills.**
 - *Read a selected excerpt.*
 - *How will you apply these principles as a coach to take your colleague to a deeper level?*
 - *How will you apply these principles as a coachee, in order to make additional adjustments in your instruction?*

10:30-10:40 BREAK

- (10:40-11:40) **Classroom Observation Tools**
 - Observation Protocols
 - Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin; **Resource A: Impact Toolkit**
 - **Five Essential Components for Social Justice Education: What evidence exists in our classrooms**
 - That our students are learning Social Justice principles, and
 - That our students are applying Social Justice principles and behaviors?
 - Analysis of Student Work Protocols

- **Classroom Observation Technology**
 - True North Logic
 - My Learning Plan/evaluate
 - eCove
 - observe4success.com
 - lookforapp.com
 - Your recommendations

- (11:40-12:15) **Building New Coaching Relationships**
 - Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin; **Chapter 4: Instructional Coaching**
 - Four “A”s Text Protocol
 - How do we work with our site colleagues to begin to enroll, identify, explain/mediate, model, observe, explore, and refine instruction, in relation to social justice teaching?

- 12:15-1:00 Lunch

- (1:00-1:50) **Planning Our Next Steps to Move Forward**

- (1:50-2:00) **Closing and Evaluation**

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