

Teacher of Teachers: Coaching Side-by-Side

Kim T. Rodriguez, M.A.
National Reading First Conference
Nashville, TN
July 28-29, 2008

Objectives

- Review principles of adult learning
- Discuss practical examples of coaching scenarios and ways to respond most effectively in a variety of situations.
- Focus on scenarios related to side-by-side coaching situations during professional development, meetings, and in the classroom.

Guiding Principles for Adult Learning

- Recognizing purpose is important!
- Adult learners need to be engaged in the teaching and learning process.
- Models and opportunities for practice are important for adults too.
- Learning occurs as a result of a collaborative inquiry process.

Using the Troubleshooting Guide

- Sample scenarios are provided with links to topic areas and alternative solutions.
- Participants are encouraged and invited to share scenarios and use the template to record problem situations and discuss solutions.

Sample Scenario - Venting

Teachers will share everything with you. How do you keep their trust but limit their venting? How would you redirect a teacher when she is gossiping about other school staff?

Identifying Areas of Concern and Connections

- This type of situation can be unproductive and a waste of your valuable time as well as the teacher's. What can you do?
- Areas that relate to scenario
- Connection to topic areas

Sample

	<i>Scenario (Problem or Issue)</i>	<i>Area *</i>	<i>What else can you say?</i>	<i>What else can you do?</i>	<i>Other alternatives?</i>
15	Teachers will share <u>everything</u> with you. How do you keep their trust but limit their venting? How would you redirect a teacher when she is gossiping about other school staff?	Att, Comm	First, try to ignore the gossiping and listen for underlying issues (such as a teacher's lack of confidence in her own teaching skills in a certain area).	Redirect the conversation back to something productive, such as data or a goal you have set with that teacher. For example, "I am glad that you feel comfortable talking to me. We do need to discuss that phonics issue, though. Is now a good time, or do you want to set up another time?"	If this teacher continues to vent and gossip to you, let the teacher know that while he or she should feel safe and comfortable talking to you about issues related to reading instruction, it is not productive or appropriate for the teacher to be discussing other school staff with you.

Questions

- What area does this scenario cover?
- What are some possible connections?
- What else can you say?
- What else can you do?
- Are there alternative solutions?

Professional Development



Side-by-Side Coaching Scenarios

Professional Development

- Traditional PD
- Nontraditional PD
- “Fitting” vs. “Replacing”
- Appropriate, SBRR content
- Thorough planning
- Informative feedback
- Follow-up in the classroom

Professional Development Scenario: #1

Nobody at your school has requested your assistance in the classroom - until now. A teacher asks you to help select and teach vocabulary words, which was covered at the last professional development session. When the other teachers at that grade level hear you're coming in to do this, they ask you to come in and do the same thing. What do you do?

Professional Development Scenario: #2

During professional development sessions, you notice that teachers seem to sit in grade level teams. Two of your teams engage in other activities, such as completing lesson plans, talking quietly, or even doing crossword puzzles during the sessions. For one of the teams, the information presented is particularly critical and you're becoming frustrated and embarrassed.

Scenario #2: What? So What?

- Read scenario #2 without looking at the possible responses on the Troubleshooting Guide.
- Turn to a partner to discuss the scenario.
- Partner 1 asks
 - **“What?”**: What would you do in response to this scenario?
 - **“So what?”**: What would you change to avoid this occurring at future PD sessions?
- Switch roles!

Sharing a Professional Development Scenario: Mircolab

- Turn to a partner and number off -- 1 and 2.
- Independently familiarize yourself with your scenario and jot down your own ideas for how you would respond.
 - **Person 1 - Scenario # 3**
 - **Person 2 - Scenario # 4**
- Person 1 shares his or her scenario, *but NOT the response.*
- Person 2 **listens** - do not interrupt, interpret, analyze, paraphrase, give advice, etc.

Sharing a Professional Development Scenario: Mircolab

- After Person 1 has shared his or her scenario, *Person 2* tells how he or she would respond.
- Person 1 reveals how he or she actually responded to the scenario.
- Switch roles until each person had a chance to share his or her scenario.

Meetings



Side-by-Side Coaching Scenarios

Meetings with Teachers: Why?

- Transfer knowledge
- Work efficiently
- Maintain focus on Reading First goals
- Encourage communication
- Build rapport
- Share successes and challenges

Meetings with Teachers: What?

- Data
- Demonstrations
- Training series
- Activities
- Refreshers
- Important reminders and updates
- Kudos and sharing
- Energize

Meetings with Teachers: When?

- To meet or not to meet . . .
- Meeting time options:
 - Planning period
 - Before school
 - After school
 - Lunch
- Meeting challenges

Meetings with Teachers: How?

- Sample agendas and agenda form
- Share tips
- Standing agenda items

Meetings Scenario: #5

While meeting with your kindergarten team, a discussion ensues about setting goals. Your teachers very quickly identify student goals and you are trying to turn their attention to setting teacher goals. You acknowledge the appropriateness of student goals, but want teachers to link their teaching or goals to address students' needs. They all feel like they're doing enough, but the students need more practice at home. How do you respond?

Meetings Scenario: #6

One teacher on a grade level team demonstrates consistent success with her students. She has nearly 95% of her students at or above the goal each screening period. She is proud and so are you; however, you begin to sense some resentment from the other teachers and they begin to pull away from her during team meetings and planning. How can you save this team?

Meetings Scenario: #7

During a team meeting, the teachers are quick to identify what they need to do to focus more attention on a particular skill area for students who are struggling. You notice that none of the ideas focus on grouping or differentiated instruction.

Meetings Scenarios: Partner activity

- Pair up with someone you do not know well.
- Introduce yourself to your partner.
- Choose to work on scenario #6 or #7.
- Decide who will be “A” and who will be “B.”
- Role play the chosen scenario. Partner A plays the coach, and Partner B plays a “challenging” teacher.
- After each partner has taken a turn, compare your role-play responses to the Troubleshooting Guide.
- Be ready to share!

In the Classroom



Side-by-Side Coaching Scenarios

In the Classroom: Revisiting Ideas

- Coaching process, from pre- to post-conference
- “Covert” modeling
- Quick classroom visits
- Short- and long-term goals for teachers
- Teachers as coaches

In the Classroom Scenario: #8

A teacher has asked you to visit his classroom to help identify strategies to help one student, who does not seem to be responding to instruction. The student's fluency scores are not increasing. During the visit, it becomes evident that the student is not receiving adequate time to practice, but the teacher has told you how he is doing all he can do.

Scenario #9: What? So What?

- Read scenario #9 without looking at the possible responses on the Troubleshooting Guide.
- Turn to a partner to discuss the scenario.
- Partner 1 asks
 - **“What?”**: What would you do in response that day?
 - **“So what?”**: What would you do in response to this scenario in the longer term?
- Switch roles!

In the Classroom Scenario: #10

One of your new kindergarten teachers is producing consonant sounds incorrectly during whole group lessons and you hear her students producing certain sounds with a schwa sound attached. Similarly, the teacher is mixing words with initial consonant digraphs as examples for consonant sounds (e.g., shape, shaker, ship for “s” words).

In the Classroom Scenario: #11

Teachers are not asking for demonstrations or modeling when you know that they need to be implementing strategies that they currently are not. How would you handle this?

In the Classroom Scenarios: Partner activity

- Pair up with someone you do not know well.
- Introduce yourself to your partner.
- Choose to work on scenario #10 or #11.
- Decide who will be “A” and who will be “B.”
- Discuss the chosen scenario. Partner A responds to the scenario while Partner B listens. Switch roles.
- After each partner has taken a turn, compare your responses to the Troubleshooting Guide.
- Be ready to share!

In the Classroom Scenarios: Town Hall Meeting

- Independently read through scenario #12.
- Write some notes about how you would respond to this scenario.
- We will open up the Town Hall Meeting.
- After the first person shares his or her response, he or she then calls on the next person to share.
- Let's hear as many different responses as we can!

Concluding Comments

- Take every opportunity to strengthen instruction when coaching side-by-side at PD, in meetings, and in the classroom
- Stay abreast of current SBRR knowledge and strategies so that you can be the most effective coach
- Add to your “to do” list - meet regularly with other coaches in your region to share and role play scenarios

Questions?

Contact Information

Kim T. Rodriguez

kim.rod@sbcglobal.net