



# Integrated Leadership Course 2016-17

Course 1—Early Learning

# Welcome to Course One!

**Name**

Title/School and District

Email

**Name**

Title/School and District

email

We encourage you to share your professional learning experience on Twitter with **#TNleadersareready**

# Norms

- Be present and engaged.
- Stay centered on supporting student success.
- Share, discuss and reflect with openness, respect, and transparency.

# Today's Outcomes

- Identify best practices in early learning classrooms.
- Identify ways to give actionable feedback in early learning classrooms.
- Develop post conference skills to support early learning through coaching practices through the TEAM evaluation process.
- Identify connections to TEAM administrator evaluation model.

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**Key Question 1: Why Focus  
on Early Literacy? What  
Educator Support is  
Available?**

# Why Literacy Matters

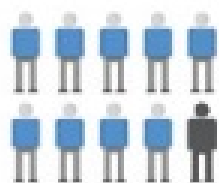
Once you learn to read, you will be forever free.

- Frederick Douglass

Frederick Douglass taught that literacy is the path from slavery to freedom. There are many kinds of slavery and many kinds of freedom, but reading is still the path.

- Carl Sagan

# The Impact of Unprepared Students



Almost **9 out of 10** high school dropouts were **struggling readers** in third grade.

*And high school dropouts make up:*



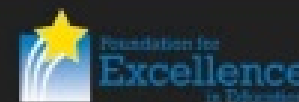
of citizens  
receiving  
food stamps



of Americans  
on welfare

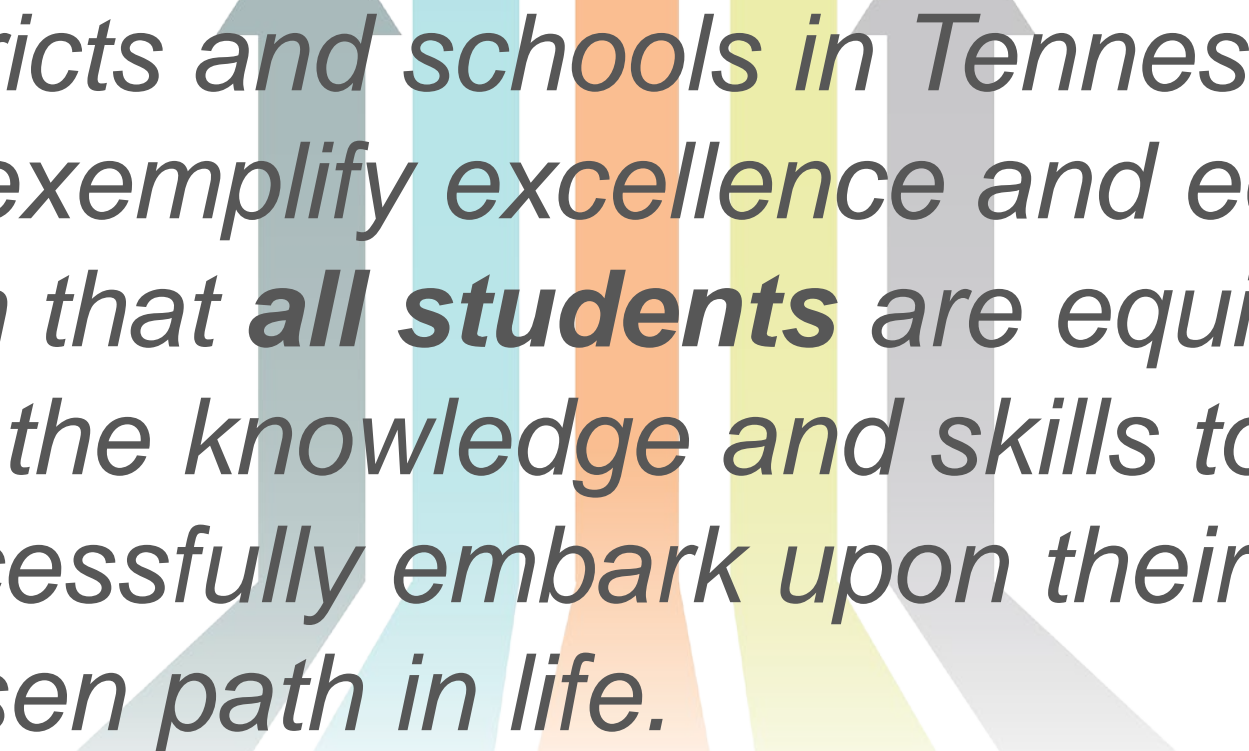
(source: Annie E. Casey Foundation)

We must demand that every child who sits in a classroom for four years enters fourth grade as a **competent reader**.



@ExcelinEd

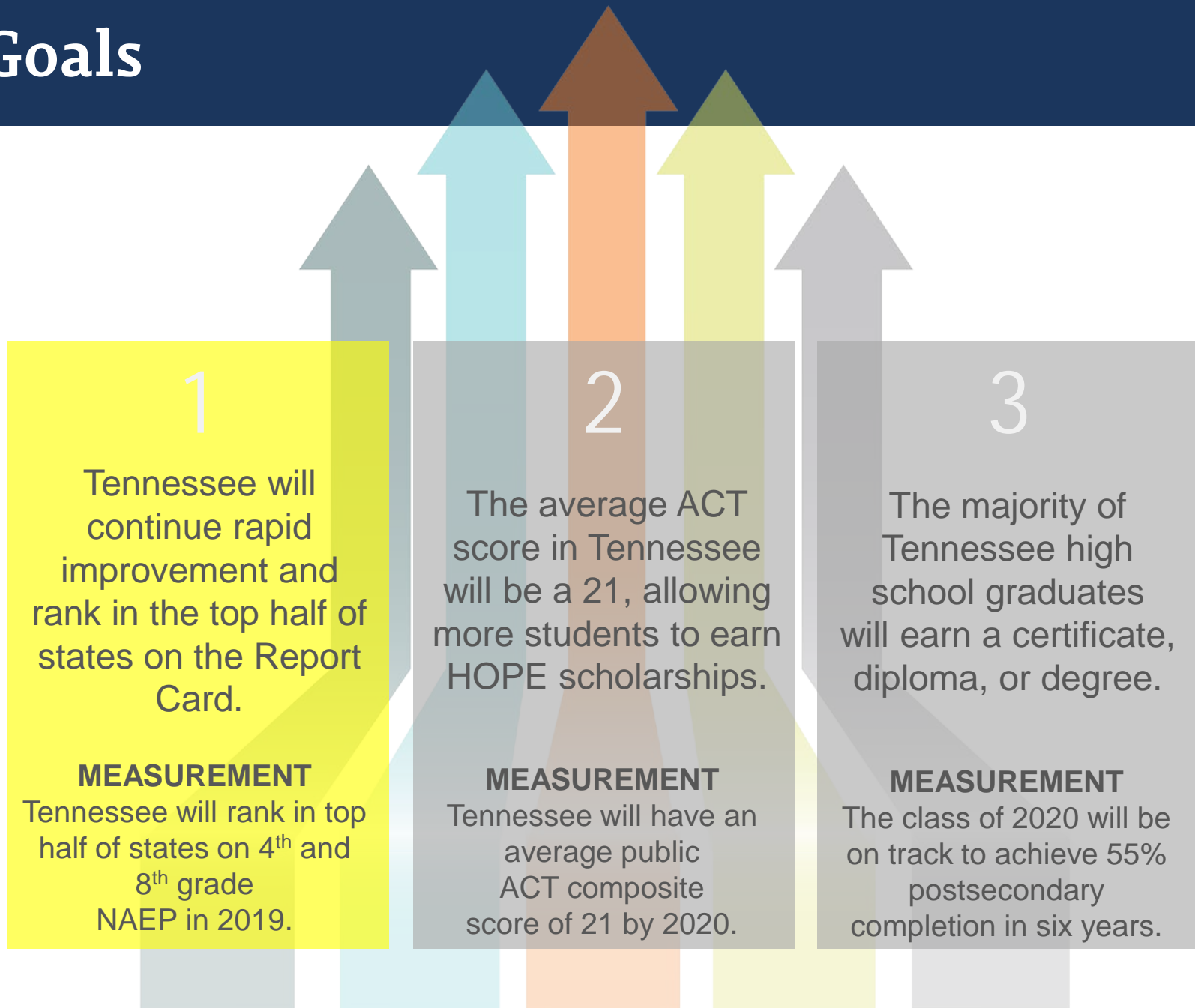
# Vision



*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*



# Goals



# Priorities

## **Early Foundations & Literacy**

Building skills in early grades to contribute to future success

## **High School & Bridge to Postsecondary**

Preparing significantly more students for postsecondary completion

## **All Means All**

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

## **Educator Support**

Supporting the preparation and development of an exceptional educator workforce

## **District Empowerment**

Providing districts with the tools and autonomy they need to make the best decisions for students

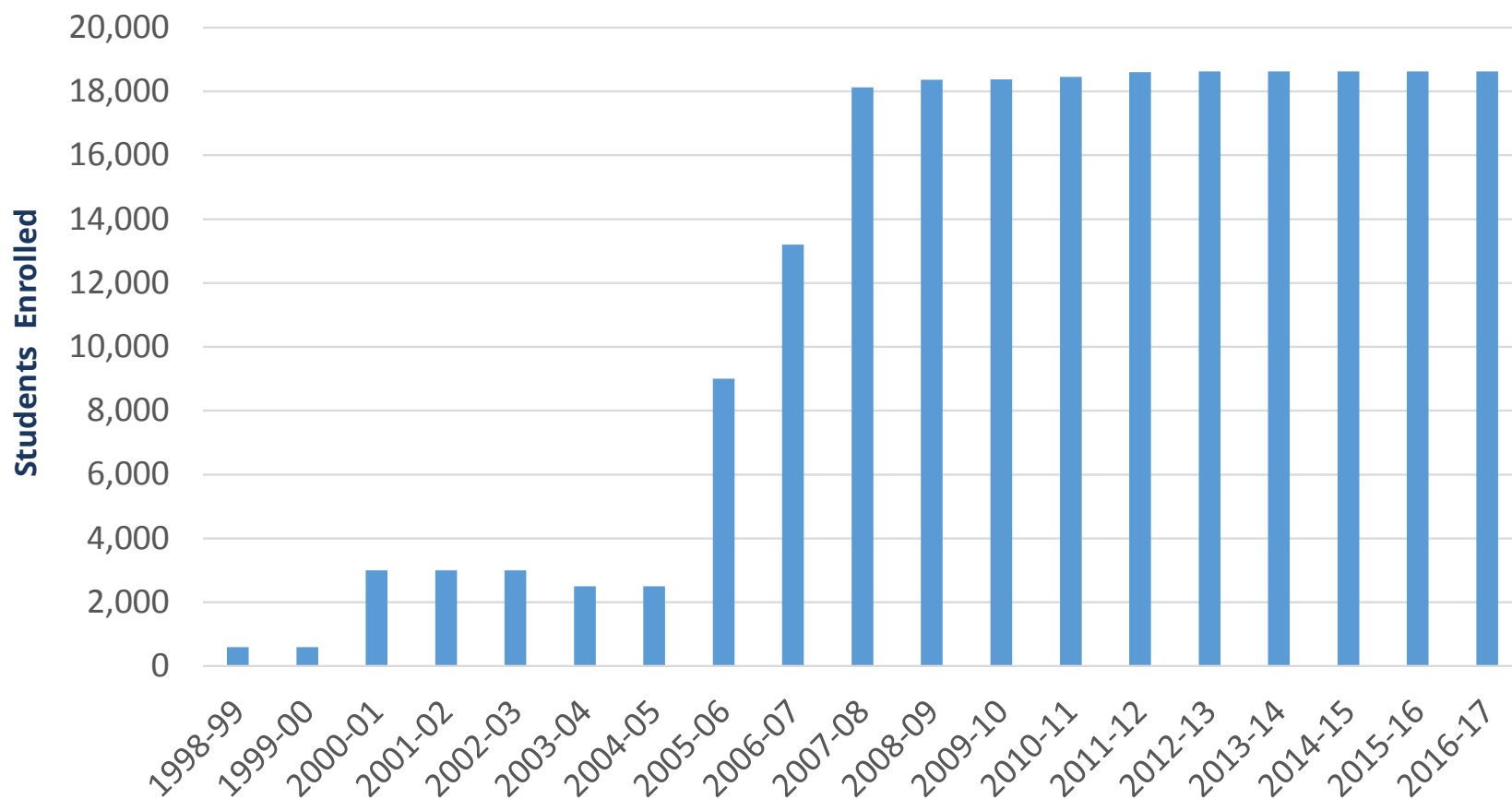
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# The History of Voluntary Pre-K in Tennessee

# Tennessee Voluntary Pre-K (TN-VPK)

Tennessee Voluntary Pre-K Program 1998-2017



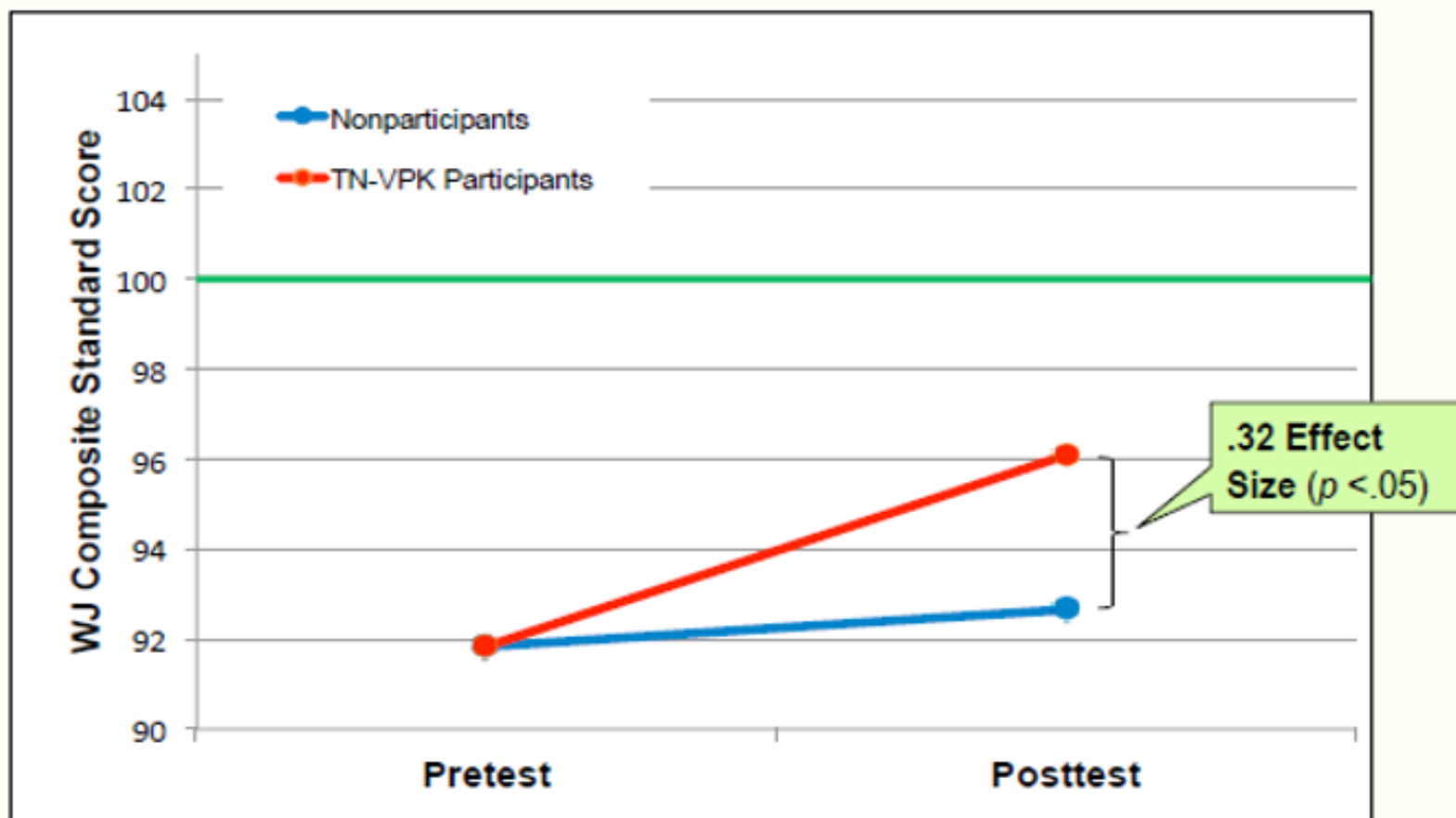
# 2009: TN-VPK Research Study

USDOE/Vanderbilt's Peabody Research Institute study on the effects of Tennessee's Voluntary Pre-K program (TN-VPK).

- What are the effects of the current TN-VPK program on the academic and social-emotional skills of participating at-risk children?
- Do their experiences in later grades sustain, or even add to, the gains children made in TN-VPK?
- What enhancements have the greatest potential for improving the effectiveness of TN-VPK?

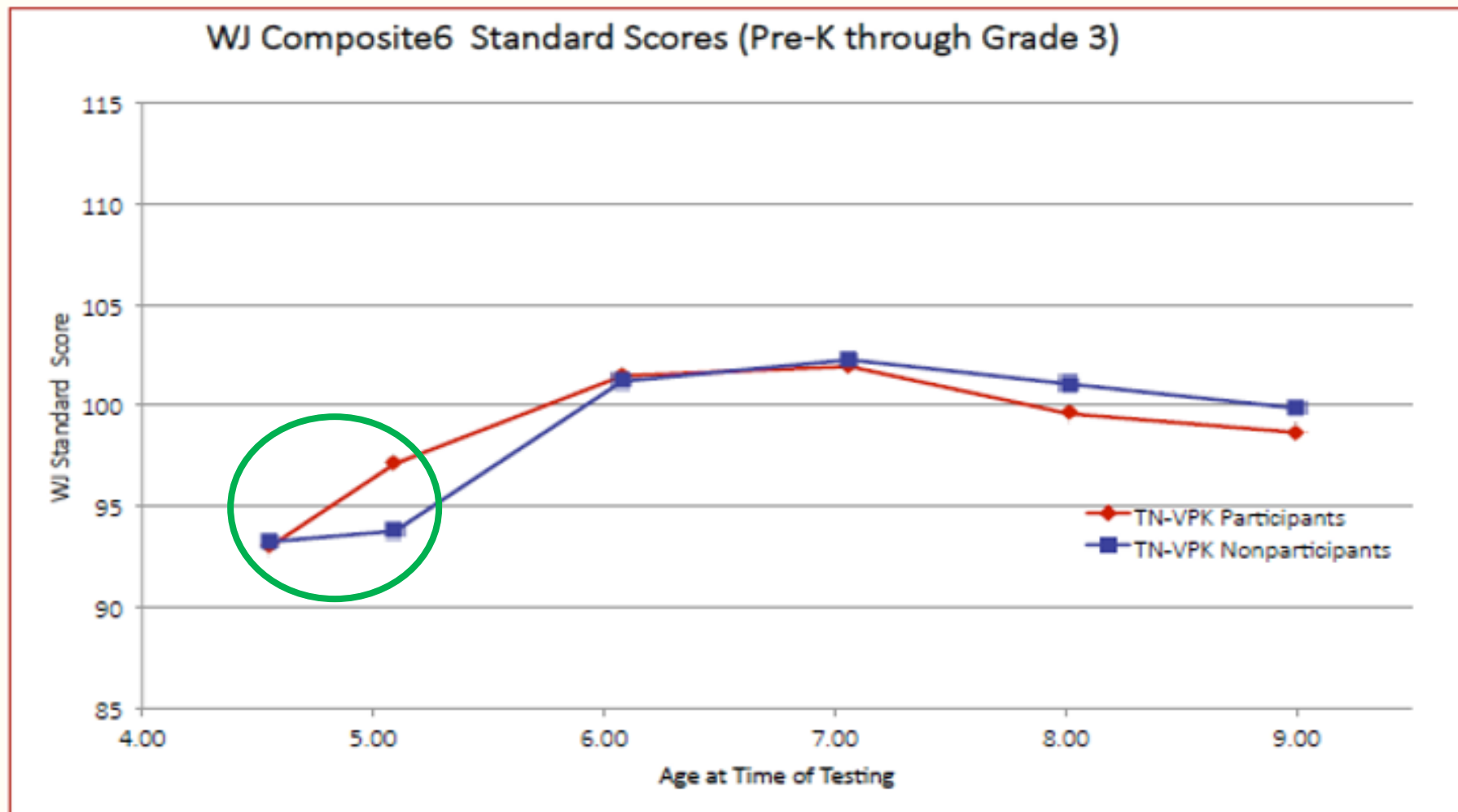
# TN-VPK Evaluation Results

## TN-VPK Effects at End of Pre-K on the Overall WJ Achievement Composite Score



# TN-VPK Evaluation Results

## Overall Achievement Advantage Fades



# Key Findings from the TN-VPK Study

- **Pre-K prepares students** for kindergarten.
- Pre-K classroom quality is **extremely variable** both in allocation of time and student outcomes.
- Pre-K **gains were not sustained** over time and **eventually reversed**.



# Reflection

- Does your historical 3<sup>rd</sup> grade data corroborate the state findings?
- What other data do you have to inform the quality of current pre-K/K classes?

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**Early Learning Support**

# Early Foundations and Literacy Initiatives

Read to Be Ready Initiative

Read to Be Ready Coaching Network

Reading courses

Response to Instruction and Intervention

Early Learning Model

VPK quality  
program  
standards

Portfolios

Kindergarten  
Entry Inventory

Portfolios

Portfolios

Second Grade  
Assessment

Third Grade  
Assessment

Pre-K

K

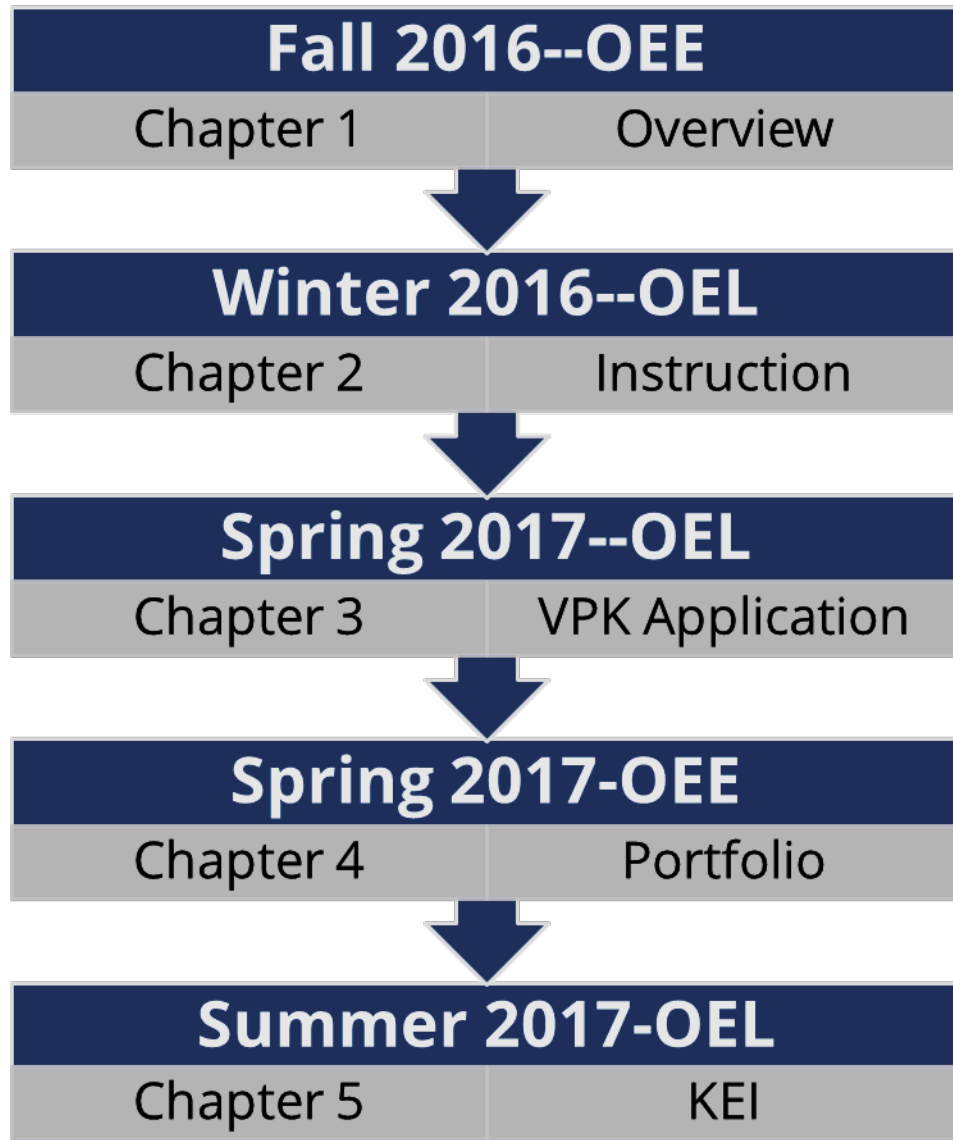
1

2

3

Professional Learning

# Early Learning Model (ELM) Training Timeline



**ILC Course One**

**Corresponding  
Leader  
Learning Focus  
Sessions on  
Early Learning  
Practices**



®

**Key Question 2: How do best practices look and sound in early learning? How do leaders provide appropriate support?**

# Vision of Proficient Reading

Students can:



**Accurately, fluently, and independently read a wide range of complex texts**



**Strategically employ comprehension strategies to analyze key ideas and information**



**Construct interpretations and arguments through speaking and writing**



**Develop vocabulary**



**Build knowledge about the world**

# Instructional Shifts for ELA

## Three Shifts in ELA/Literacy

<b>Text Complexity</b>	Regular practice with <b>complex text</b> and its <b>academic language</b> .
<b>Text Focus</b>	Reading, writing, and speaking grounded in <b>evidence from text</b> , both literary and informational.
<b>Knowledge</b>	<b>Building knowledge through content-rich non-fiction.</b>

# Anticipation Guide

- With which of these shifts do I feel the most comfortable? Least comfortable?
- In which areas can I accurately identify high quality instruction?
- In which areas am I most confident in my ability to give support?



# How Text Complexity Impacts Learners

Achievement gaps in literacy are rooted in students not having the foundation they need to make meaning from text.

## **Vocabulary**

Failure to grow it sufficiently

## **Knowledge**

Failure to develop it widely

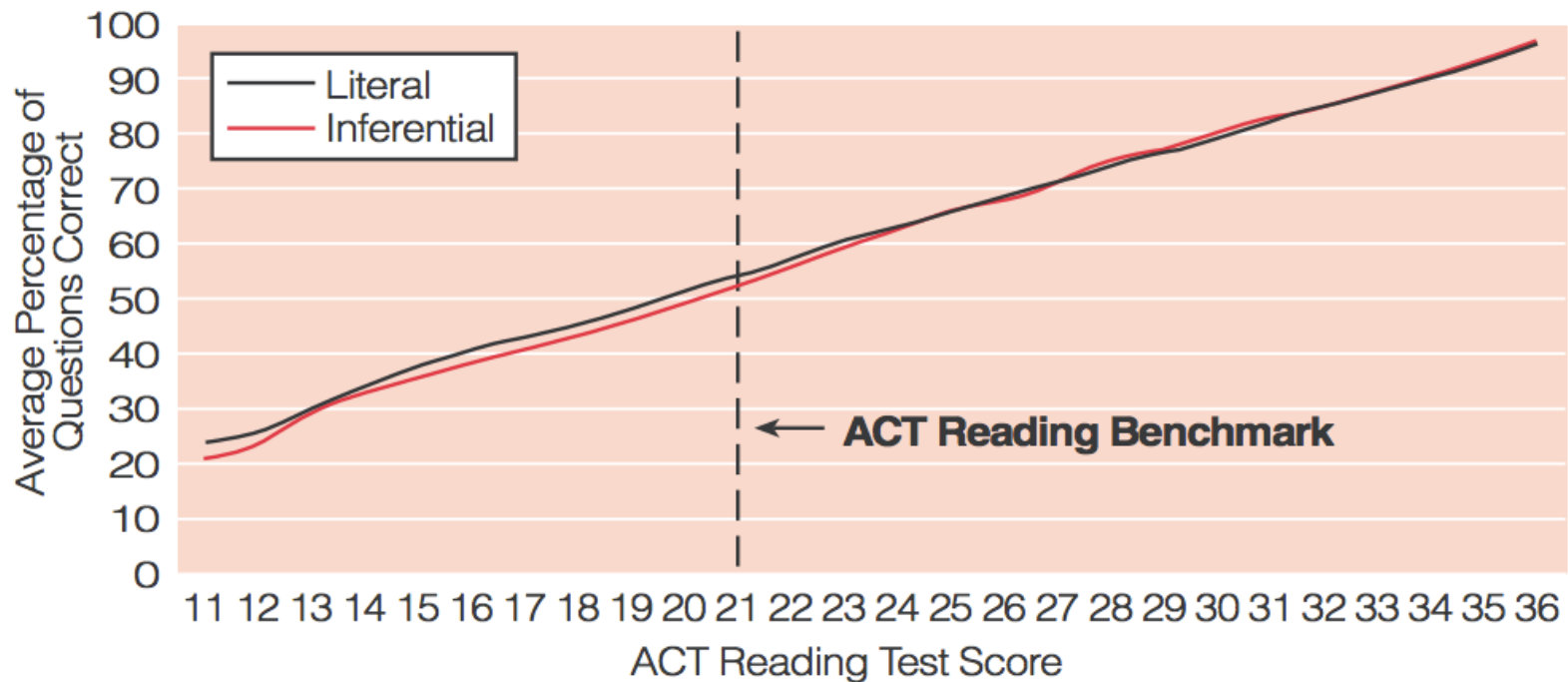
## **Fluency**

Failure with rate, accuracy, and prosody

# How Text Complexity Impacts Learners

ACT sought to understand what differentiated college ready readers from their peers.

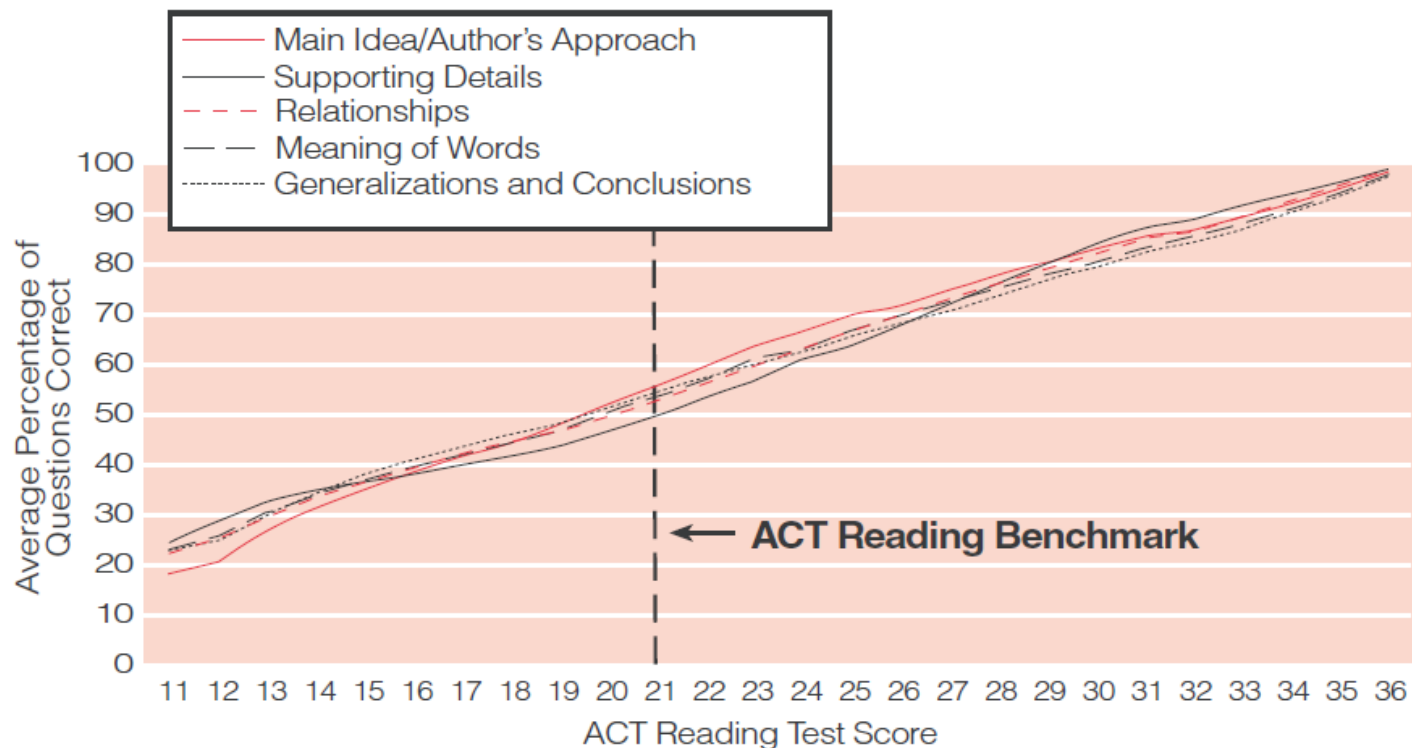
Performance on the ACT Reading Test by Comprehension Level



# How Text Complexity Impacts Learners

ACT sought to understand what differentiated college ready readers from their peers.

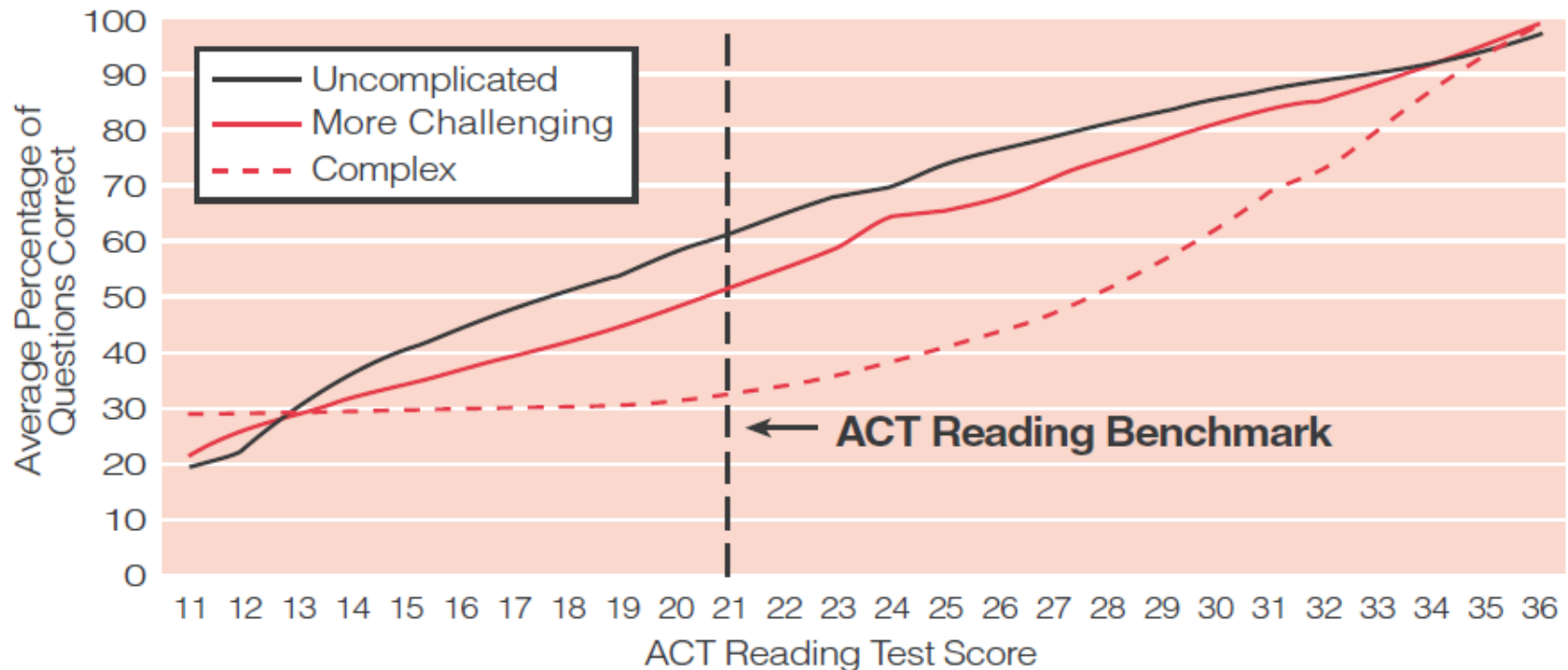
Performance on the ACT Reading Test by Textual Element



# How Text Complexity Impacts Learners

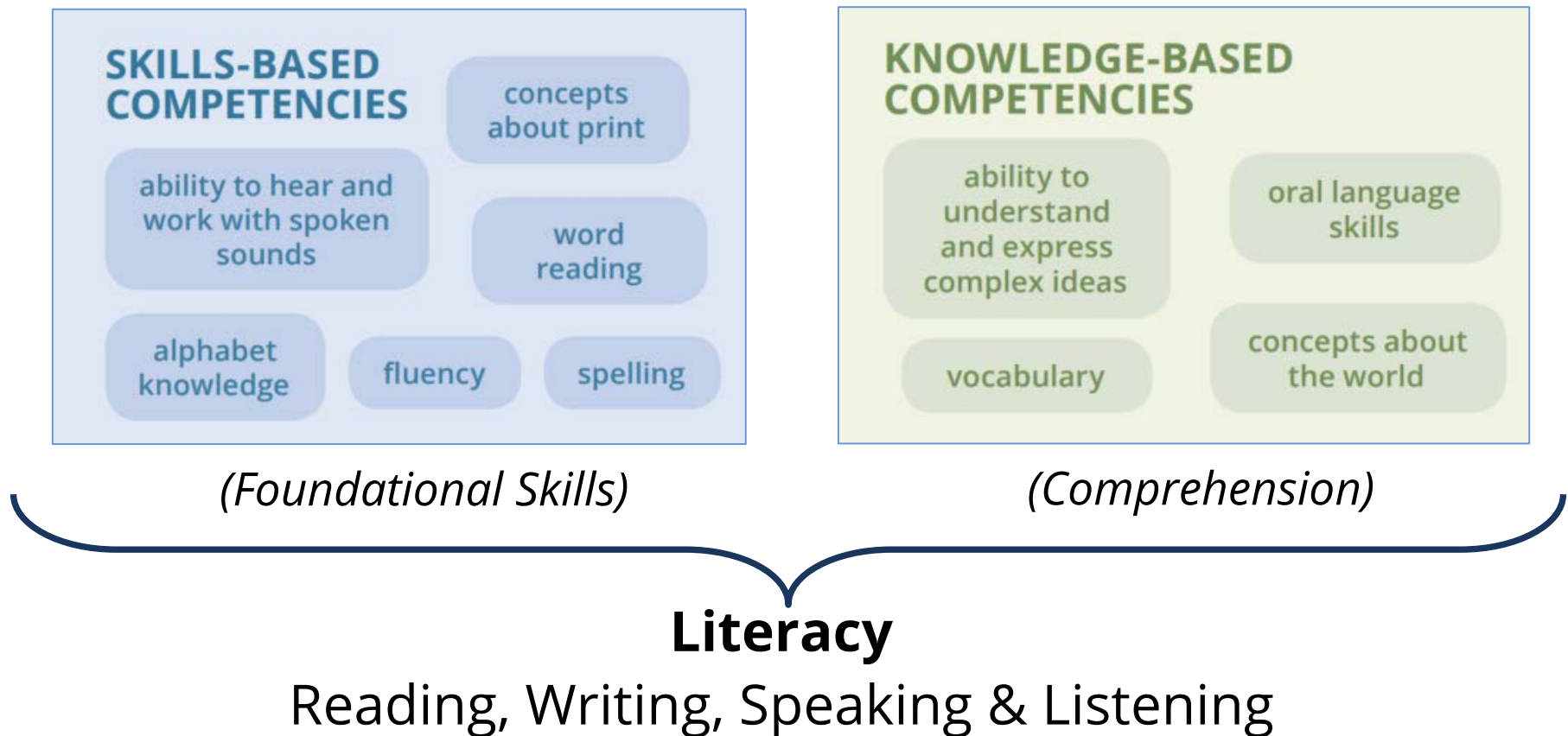
ACT sought to understand what differentiated college ready readers from their peers.

Performance on the ACT Reading Test by Degree of Text Complexity



# How Text Complexity Impacts Learners

Students need instruction that develops both their skill- and knowledge-based competencies, but instructional shifts mostly show up in the **knowledge-based components of K-2 instruction**.



# Administrator Support: Turn and Talk

Students with prior **knowledge or experience** with particular topics can more readily **make connections** between what they are reading and what they know. A **knowledge-building literacy curriculum just makes sense** for kids, but as we've seen, shifting from the randomly sequenced stories in the basal reader to such a curriculum would be an enormous change for many teachers and schools.

Knowledge Matters: Restoring Wonder and Excitement in the Classroom, by Torrey Palmer  
Retrieved from [www.KnowledgeMattersCampaign.org](http://www.KnowledgeMattersCampaign.org)

# Administrator Support: Turn and Talk

- The first barrier to making this shift is simply embracing the premise that knowledge, vocabulary, and literacy development **start long before children begin learning to read**, and that reading well **depends on building broad knowledge**.
- Actually **finding high-quality materials** and enhancing instruction is another huge barrier, one that requires a long-term **commitment to intensive professional development** and support.

Knowledge Matters: Restoring Wonder and Excitement in the Classroom, by Torrey Palmer  
Retrieved from [www.KnowledgeMattersCampaign.org](http://www.KnowledgeMattersCampaign.org)

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# Instructional Outcomes for Literacy



# Integrated Instructional Outcomes for Early Literacy

Accessing Complex Texts through Interactive Read Alouds
Accessing On-grade Level Texts through Shared Reading
Responding to Texts through Interactive Speaking and Writing Activities
Teaching Foundational Skills through Reading and Writing
Guided Reading and Instructional-level Texts
Independent Reading and Reading Conferences

# Integrating Practices

## Unit Goals

• Bigger picture concepts	• Integration of content
• Standards-driven	• Inclusion of text sets
• Knowledge building focus	• Connected assessments
• Enduring goals and learning outcomes	• Culminating task

## Lesson Goals

• Big picture concept connection	• Foundational skills support
• Different modes of reading	• Student speaking and writing
• Focus on text from set	• Relevant formative assessments
• Tier I differentiation	• Cumulating conceptual knowledge toward culminating task

# MAKING MEANING FROM TEXT

**Rich Tier I Core**

**Unit of Learning**

**Unit of Learning**

**Unit of Learning**

Lesson Lesson Lesson Lesson

**Culminating Task**

Lesson Lesson Lesson Lesson

**Culminating Task**

Lesson Lesson Lesson Lesson

**Culminating Task**

# MAKING MEANING FROM TEXT

## Rich Tier I Core

Access to Text

Effective Instruction

Learning Environment

Unit of Learning

Unit of Learning

Unit of Learning

Lesson Lesson Lesson Lesson

Culminating Task

Lesson Lesson Lesson Lesson

Culminating Task

Lesson Lesson Lesson Lesson

Culminating Task

# Leader Support for High Quality Literacy Instruction

- Each semester, the Read to be Ready Initiative will focus on a literacy-based instructional outcome.
- We want the sum of the parts to connect to the whole literacy block, so even though today's focus will be on complex texts and read alouds, other literacy practices are equally important and should be incorporated with fidelity.

# Leader Support for High Quality Literacy Instruction

As a leader, in what ways can you strategically support teachers in the following high quality literacy instruction practices?

- Integration of standards
- Selection of high quality, content-rich, complex texts
- Collection of effective resource sets
- Creation of text dependent questions for literal, inferential, and analytical understanding
- Implementation of impactful vocabulary instruction
- Application of think alouds for meaning-making
- Synthesis of multiple texts
- Creation of authentic culminating tasks
- Lesson design

# Accessing Complex Texts

- What makes a complex text?
- What does access to a complex text look like for different learners?
- How does this strengthen Tier I Instruction?

# Identifying Text Complexity

Abe had to work and did not get to go to school very often. But he loved to read books and would read whenever he got the chance. Math was also a favorite subject for Abe.

Lincoln had less than a year of schooling. Books were scarce and so was paper. He worked his arithmetic problems on a board and cleaned the board with a knife so he could use it again.



# Support Tool Review: Text Complexity

- The following slides offer tools that might be used as teacher support.
- These are not all inclusive and are meant to be integrated as needed.
- How could you, as a leader, use these to support best instructional practices?

# Support Tools: Text Complexity Considerations

## Text Complexity Measures

Text complexity encompasses three interdependent measures: qualitative complexity, quantitative complexity, and reader and task demands.

- *Quantitatively complex texts* provide experience with high-level vocabulary, sentence length, and word structure that build a foundation in the continuum towards postsecondary and workforce preparedness.
- *Qualitatively complex texts* present interactions with multiple levels of meaning, irregular text structures, unconventional language, and other stylistic features that provide a context for close reading and critical thinking.

In turn, as readers explore both quantitatively and qualitatively complex texts, speaking and writing skills are addressed as they discover multiple ways to express meaning.

### A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

#### 1) Qualitative dimensions of text complexity.

In the Standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands.

#### 2) Quantitative dimensions of text complexity.

The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

#### 3) Reader and task considerations.

While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgement, experience, and knowledge of the subject.

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects  
Appendix A: Research Supporting Key Elements of the Standards

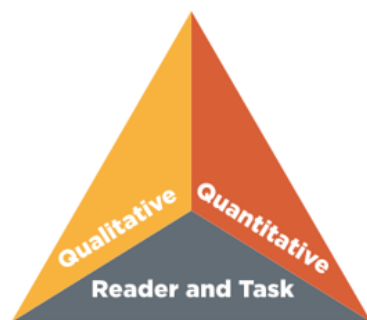


Figure 1: The Standards' Model of Text Complexity

## Reader and Task Considerations

After analyzing a text for complexity, consider

1. the needs and interests of the **reader (your students!)**, and
2. the type of **task** that will support students in comprehending the text's meaning(s).

### Reader Considerations

- Will my students enjoy this text? Will they find it engaging?
- What will challenge my students most in this texts? What supports can I provide?

### Task Considerations

What do you want students to demonstrate after reading this text? (e.g. key text understanding, academic vocabulary, fluency, etc.?)

- Use the answer to identify which **Tennessee Academic Standards** will be the instructional focus of the text and the content of questions about the text

Based on clear understanding of each child's reading ability, what aspects of the text will likely pose the most challenge for your children?

- Use the answer to guide the design of instructional **supports** so that all the children can access the text independently and proficiently through multiple readings of the text

How is this text best presented to children and how can this text be used with other texts?

- Use the answer to determine how the text "fits" with a larger **unit** of instruction. Can the text serve as an "anchor" text? Does the text require background knowledge that could be learned by reading other texts?

- Retrieved from [www.ccsso.org/Navigating\\_Text\\_Complexity](http://www.ccsso.org/Navigating_Text_Complexity)

# Support Tools: Text Complexity Considerations

## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

Text Title \_\_\_\_\_ Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</li> <li><b>Text Features:</b> If used, are essential in understanding content</li> <li><b>Use of Graphics:</b> If used, intricate, extensive graphics, tables, charts, etc., are extensive or integral to making meaning of the text; may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between an expanded range of ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</li> <li><b>Text Features:</b> If used, directly enhance the reader's understanding of content</li> <li><b>Use of Graphics:</b> If used, graphics, tables, charts, etc. support or are integral to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</li> <li><b>Text Features:</b> If used, enhance the reader's understanding of content</li> <li><b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</li> <li><b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</li> <li><b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Dense and complex; contains considerable abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely overly academic</li> <li><b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Implicit but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Explicitly stated, clear, concrete, narrowly focused</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</li> <li><b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</li> <li><b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</li> <li><b>Intertextuality:</b> Few references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on everyday, practical knowledge; includes simple, concrete ideas</li> <li><b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.</li> </ul>

## Key Considerations in Implementing Text Complexity

### Texts and Measurement Tools

*The tools for measuring text complexity are at once useful and imperfect.* Each of the qualitative and quantitative tools described above has its limitations, and none is completely accurate. The development of new and improved text complexity tools should follow the release of the Standards as quickly as possible. In the meantime, the Standards recommend that multiple quantitative measures be used whenever possible and that their results be confirmed or overruled by a qualitative analysis of the text in question.

*Certain measures are less valid or inappropriate for certain kinds of texts.* Current quantitative measures are suitable for prose and dramatic texts. Until such time as quantitative tools for capturing poetry's difficulty are developed, determining whether a poem is appropriately complex for a given grade or grade band will necessarily be a matter of a qualitative assessment meshed with reader-task considerations. Furthermore, texts for kindergarten and grade 1 may not be appropriate for quantitative analysis, as they often contain difficult-to-assess features designed to aid early readers in acquiring written language. The Standards' poetry and K-1 text exemplars were placed into grade bands by expert teachers drawing on classroom experience.

*Many current quantitative measures underestimate the challenge posed by complex narrative fiction.* Quantitative measures of text complexity, particularly those that rely exclusively or in large part on word- and sentence-level factors, tend to assign sophisticated works of literature excessively low scores. For example, as illustrated in example 2 below, some widely used quantitative measures, including the Flesch-Kincaid Grade Level test and the Lexile Framework for Reading, rate the Pulitzer Prize-winning novel *Grapes of Wrath* as appropriate for grades 2-3. This counterintuitive result emerges because works such as *Grapes* often express complex ideas in relatively commonplace language (familiar words and simple syntax), especially in the form of dialogue that mimics everyday speech. Until widely available quantitative tools can better account for factors recognized as making such texts challenging, including multiple levels of meaning and mature themes, preference should likely be given to qualitative measures of text complexity when evaluating narrative fiction intended for students in grade 6 and above.

*Measures of text complexity must be aligned with college and career readiness expectations for all students.* Qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale. MetaMetrics, for example, has realigned its Lexile ranges to match the Standards' text complexity grade bands and has adjusted upward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school.

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

<sup>4</sup>RAND Reading Study Group. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND. The quoted text appears in pages xiii-xvi.

# Administrator Support

- How does a strong interactive read aloud look and sound?
- What are the key administrator look fors in an interactive read aloud?

# Administrator Key Look Fors



**Reading instruction including foundational skills, decoding skills and language skills to help beginning readers become accurate readers**



**Vocabulary instruction used as a key practice in reading instruction to develop fluency**



**Reading comprehension activities with appropriate text selection, read alouds, text dependent questioning, and a focus on meaning making**



**Foundational skills being taught within the context of authentic reading and writing**

# Making Meaning from Text

Foundational  
Skills

Language

Text  
Comprehension

Listening,  
Speaking & Writing

## Academic Standards

### Access to Text

Frequency  
Range

Complexity  
Quality

### Effective Instruction

Daily  
Differentiated

Contextualized  
Purposeful

### Learning Environment

Opportunities for Practice  
Rigorous Curriculum & High Expectations

Experiences that Build Knowledge  
Development of Traits & Habits



Read to be Ready

Interactive Read Aloud:  
*It's A Hummingbird's Life*

# Making Meaning from Text

Foundational  
Skills

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Listening,  
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## Academic Standards

### Access to Text

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Daily  
Differentiated

Contextualized  
Purposeful

### Learning Environment

Opportunities for Practice  
Rigorous Curriculum & High Expectations

Experiences that Build Knowledge  
Development of Traits & Habits



# Supporting Key Practices: Read Alouds

Read alouds should:

- Use **high quality, complex texts**
- Happen **every day**
- Allow student to **think** about, **discuss** and **respond** to text
- Take **priority** in literacy instruction

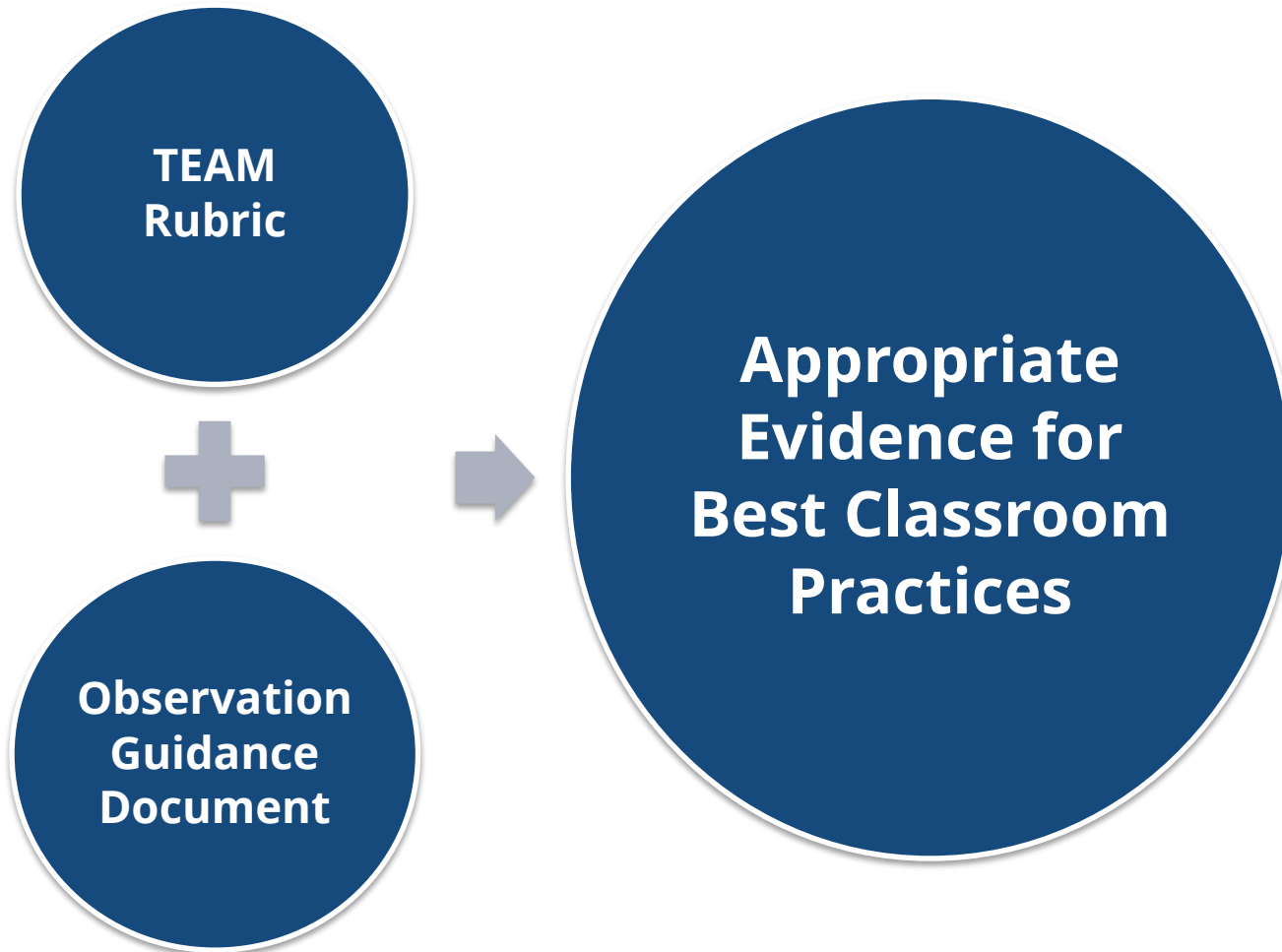
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**Key Question 3: How do I  
surface valuable evidence  
based on best practice in order  
to inform evaluations?**

# Activity: How to Use Tools Available



# Activity: Using the Tools

Using the TEAM rubric and observation guidance document for early learning, we will:

- Identify key levers for early learning classrooms.
- Examine areas of the rubric to deepen our understanding of what evidence looks and sounds like in an early learning environment.
- Identify pre- and post-conference questions to enhance the effectiveness of these conversations.

# Key Areas of Student Support in Early Learning Classrooms

What are the key levers that you identified for early learning classrooms? Share your responses.

- Emotional Support
- Instructional Support
- Classroom Organization

# Activity: Surfacing Evidence for Key Levers

Using the TEAM rubric and the observation guidance document for early learning, examine areas of the rubric to deepen understanding of what evidence looks and sounds like in an early learning environment.

- Each table will be given a indicator from the TEAM instructional rubric to examine (stay in the 5 column).
- Chart your responses for a gallery walk at the end of the activity.
- Add notes to explain your thoughts and ah-ha's.

# Considerations About Evidence

- What areas of evidence might require additional clarification?
- What types of evidence might be collected?

# Constructing Your Chart

Indicator	Evidence	Notes



# Activity: Identify Coaching Questions

Using the TEAM rubric and the observation guidance document for early learning, identify pre- and post-conference questions for your assigned indicator that will both:

- advance the teacher's effectiveness.
- advance the leader's effectiveness.

# Adding to Your Chart

Indicator	Evidence	Notes

Pre-conference Questions	Post-conference Questions	Notes

# Share Your Learning

- At your table group, be ready to share additional context for your classmates.
- Post chart on wall for gallery walk.

# Narrowing the Focus

- How would it benefit school leadership teams or PLCs to have this conversation?
- What might be your next steps to foster these collaborative conversations?

# Narrowing the Focus

- How would PLCs that include student work help support teacher practice?
- How would student work help enhance the impact of post conferences?

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**Key Question 4: How do I  
provide actionable  
feedback for early literacy  
teachers?**

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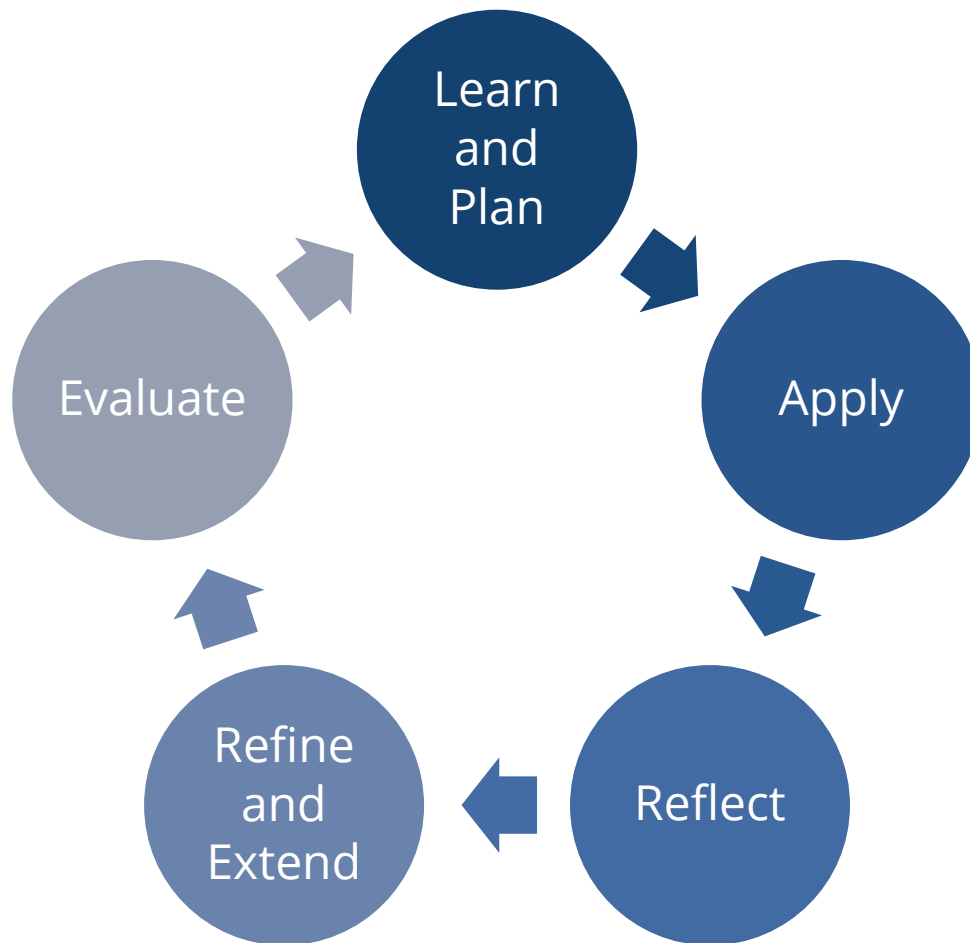
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# The Coaching Cycle

# The Coaching Cycle: Post-Conferences

To which categories do post-conferences align?





# Video: Coaching Conversation

- What coaching skills are used in this conversation?
- What coaching skills do you see that you might wish to incorporate in your post conferences?



Read to be Ready

Reflective Session for  
*It's a Hummingbird's Life*

# Video Discussion

- How was the demonstrated coaching conversation similar to and different from a post-conference?
- What coaching skills increased the impact of this conversation?
- What coaching skills do you see that you might wish to incorporate as you conduct future post-conferences?

# Importance of Coaching Conversations

A...conversation allows for an individual to process their experiences. Without reflective processing, **experiences in our work stay at the experiential level and do not benefit from insight about how to move forward in the most effective ways.** With the addition of data to the conversation, this “third point” can illuminate the importance of data to promote growth.

Natalie Irons,  
UCLA Center X Support Provider



Read to be Ready

Interactive Read Aloud:  
*Dancers in the Garden*

# Developing a Plan for Teacher Support

As a table group, develop a post-conference plan to coach this teacher's practices. Reference the:

- TEAM Rubric
- Observation Guidance Document
- Coaching Question Document

Chart your areas of reinforcement, refinement and planned analysis questions.

# Self Reflection

How can I use this to enhance:

- my post-conferencing
- the culture of collaboration in my building
- my impact as an instructional leader

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# Effective Post-Conferencing



# What is the purpose of a post-conference?

- Feedback
- Conversation
- Next steps
- Reflection
- Coaching
- Resources
- Student Work
- Reinforcement
- Refinement
- Concrete
- Learning
- Professional Learning
- Evidence
- Impact
- Instruction
- Planning
- Discussion
- Improvement

# Effective Practices in a Post-Conference

- Developing Rapport
  - Consider physical proximity
  - Develop over time
  - Require positive interactions
- Listening
  - Develop understanding
  - Pause and allow think time—for **both** you and the teacher
  - Paraphrase to create understanding
- Questioning
  - Ask open-ended questions
  - Assume positive presuppositions with questions
- Giving Evidence-based Feedback
  - Be timely
  - Facilitate immediate change
  - Ground in student work

# Developing Strong Recommendations

- **Build the teacher's capacity**
  - Not a quick fix!
    - *Are we addressing the root cause of the problem?*
- **Align to evidence and rubric**
  - Meets the standard of the indicators/descriptors
    - *Does the suggestion align with my refinement plan and the selected indicator/descriptor?*
- **Are explicit and detailed**
  - Provides a clear pathway to improvement
    - *Does this suggestion provide a concrete example that can be implemented immediately by the teacher?*

# Post-Conference Skills

**Listening**, not imitation, may be the sincerest form of flattery.

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# Administrator Evaluation Connections

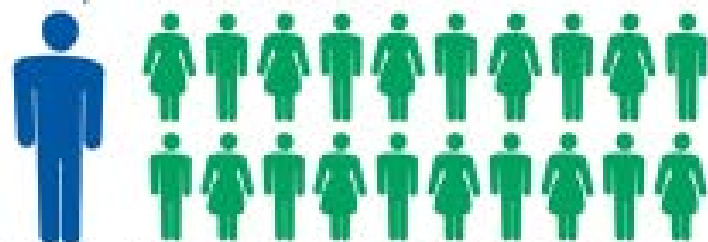
# Impact of Leaders

## Leadership Matters

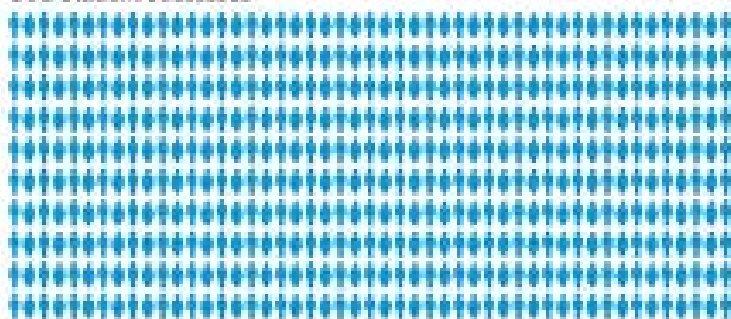
### Amplify Learning Outcomes

LEADERS HAVE A MULTIPLIER EFFECT

1 Principal 20 Effective Teachers



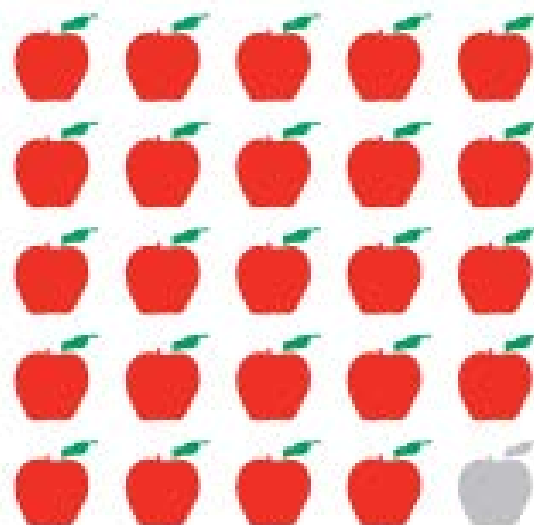
500 Student Successes



Approximate multipliers based on national averages

### Attract Great Teachers

A high-quality principal will hire, develop and support talented teachers...



...and 24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal.

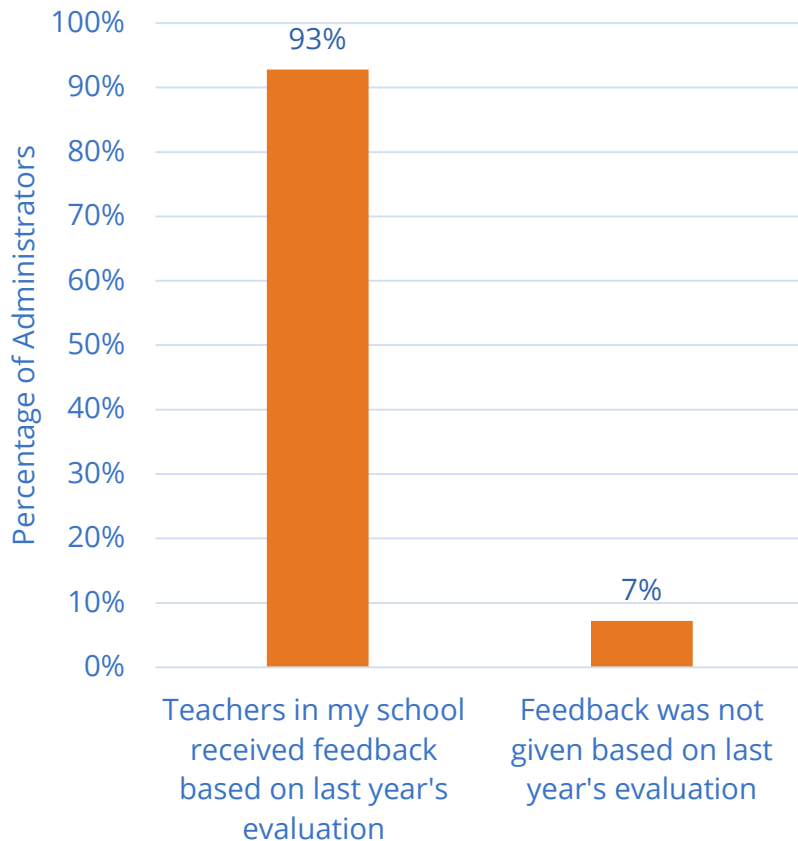
# Data on Evaluation Practices

- What are teachers reporting about evaluation feedback?
- How does providing effective feedback connect to administrator evaluation?

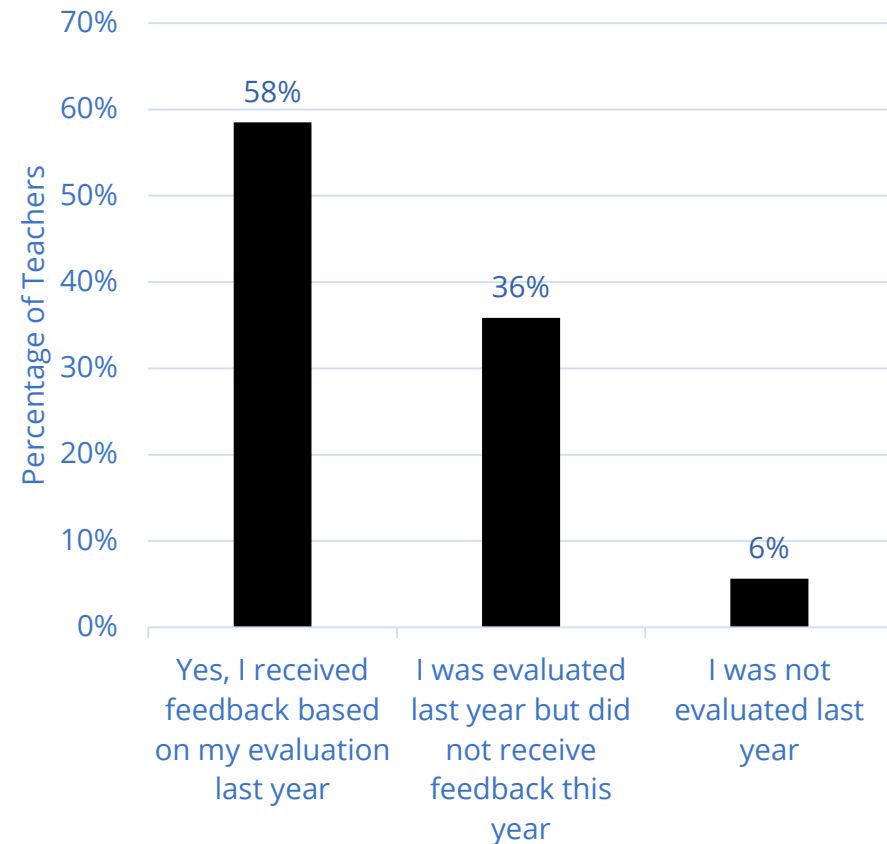
# Data on Evaluation Practices

Over 90% of administrators reported that teachers received feedback, but fewer than 60% of teachers agreed.

Administrators Responses



Teacher Responses

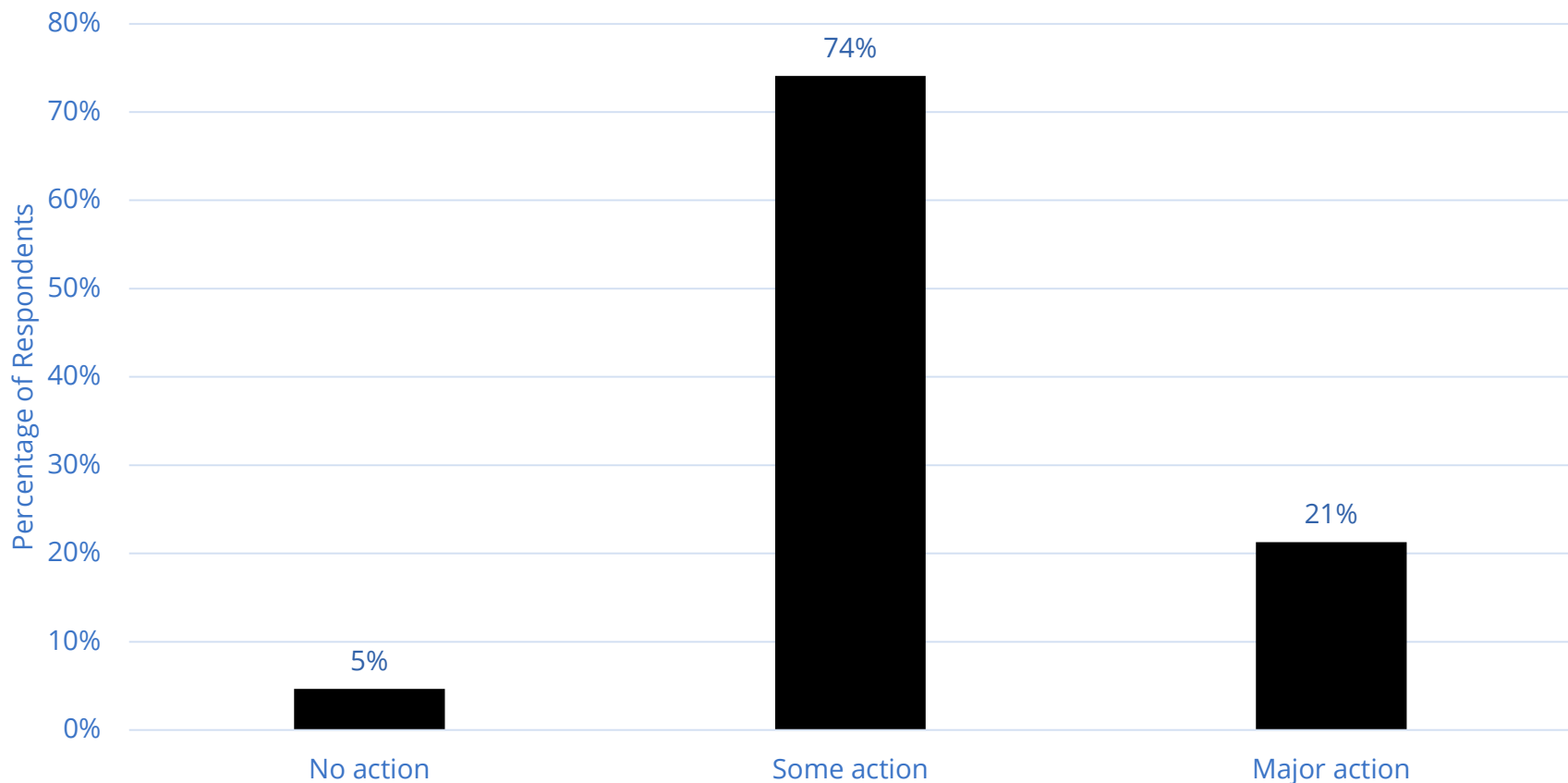




# Data on Evaluation Practices

Of teachers receiving feedback, 95% reported some or major changes to classroom practices.

How much action did you take this year as a result of that feedback?



# State Level Administrator Evaluation Results

	<b>Most common refinement</b>	<b>Second most common refinement</b>
Principals	Capacity Building	Differentiated Professional Learning
Assistant Principals	Data Analysis and Use	Differentiated Professional Learning

# TEAM Administrator Rubric Connections

Strong evaluation practice:

- Builds and sustains a culture focused on **continuous improvement**
- Helps educators view the evaluation process as an **opportunity for professional learning and growth**

# TEAM Administrator Rubric Connections

Strong evaluation practice:

- Uses the rubric to provide **structured feedback** to educators
- Offers specific, **actionable feedback** connected to improving student achievement
- **Facilitates educator implementation** of recommended improvement strategies
- Makes use of **suggested evidence** column and **observation guidance** documents

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**Wrap Up and Reflection**

# Reflection

- What practice will you continue?
- What practice will you improve?
- What practice will you share?

# Today's Outcomes

- Identify best practices in early learning classrooms.
- Identify ways to give actionable feedback in early learning classrooms.
- Develop post conference skills to support early learning through coaching practices through the TEAM evaluation process.
- Identify connections to TEAM administrator evaluation model.

# Final Thoughts

The word is not just a sound or written symbol. The word is a force; it is the power you have to express and communicate, to think and thereby create the events in your life.

Don Miguel Ruiz, author



# Thank You For Attending Course One!

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Email

**Name**

Title/School and District

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We encourage your to share your professional learning experience on Twitter with **#TNleadersareready**



**Martha Moore**  
**Director of Leader Effectiveness**  
**Division of Teachers and Leaders**  
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Department of  
**Education**

*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**