7 Lessons Learned

INSTRUCTIONAL COACHING GROUP
PARTNERS
CHAMPS for Turning in Work

C = No talking

H = No questions

A = Students will place their work in the designated area and highlight name on same list.

M = To the container and back to seat.

P = All work will be turned in with a name on it.

S = Success

CHAMPS for Direct Teach

C = No talking

H = No questions until I am not talking

A = Actively listening

M = Stay in seat (no materials unless asked)

P = In Seat

S = Fabulous
1. Learning opens new windows
IN TIMES OF CHANGE, THE LEARNERS INHERIT THE EARTH, WHILE THE LEARNED FIND THEMSELVES BEAUTIFULLY EQUIPPED FOR A WORLD THAT NO LONGER EXISTS.
“Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.”

PETER SENGE
1. Learning opens new windows
Their peaceful drifting halted suddenly with the approach of a mother and her two small children. The appearance of humans often signaled fine dining for the hungry flock. As if attached by some invisible string, the whole flock immediately set sail in the direction of the oncoming trio. At the pond’s edge, the geese scrambled out of the water in waves and scattered over the bank. Their smooth, graceful glide across the water became a clumsy, stiff-legged waddle. The children squealed with delight as the geese moved closer, drawn by the trail of crackers laid down by the mother.
Do you have students who read the way this young man reads?

What are your thoughts and feelings about that?
2. Learning to be engaged is an essential part of learning.
Why?

Happiness
Relationships
Productivity
Learning
Stopping kids from dropping out
“Don’t focus on achievement, focus on getting your kids excited about learning.”

PEDRO NOGUERA
Engagement

..........

Behavioral Engagement
Cognitive Engagement
Emotional Engagement
What percentage of students in your school are:
(a) behaviorally engaged
(b) cognitively engaged
(c) emotionally engaged
(d) not engaged?
Not Enough Students Are Success-Ready

So finds a recent study of U.S. students. Here's how to foster their crucial hope for the future and increase their well-being.

BY SHANE J. LOPEZ

Almost half of students surveyed in the U.S. lack hope for the future.

Most fifth- through 12th-grade students in the U.S. aren't success-ready. That's what the findings of Gallup's State of America's Schools report suggest. According to the Gallup Student Poll, only 33% of U.S. students surveyed in grades five through 12 are success-ready -- or hopeful, engaged, and with thriving well-being. Hope, engagement, and well-
THE GALLUP STUDENT POLL

% ENGAGED

- 76% at Elementary School
- 61% at Middle School
- 44% at High School
3. Professional learning requires follow-up
My first teaching experience
My first teaching experience
Toronto
None
“I [have gone] back to many of my clients and assembled data that answered the question ‘does anyone ever really change?’ ... Our database has grown to more than 250,000 respondents. My conclusion is unequivocal. Very few people achieve positive, lasting change without ongoing follow-up.”

MARSHALL GOLDSMITH
Why?
Your first attempts probably won’t work.
THE 12 WEEK YEAR

NEW YORK TIMES BESTSELLER

GET MORE DONE IN 12 WEEKS THAN OTHERS DO IN 12 MONTHS

BRIAN P. MORAN
MICHAEL LENNINGTON

WILEY
Figure 12.1  The emotional cycle of change that we use is adapted from Kelley/Connor's model of change cycles based upon interaction with our clients implementing the 12 Week Year.
Hope

A preferred future
Agency
Pathways
People don’t know what it looks like when they do what they do.
# of Teacher Questions | # of Student Questions

Teacher predictions:
- # of Teacher Questions: 15
- # of Student Questions: 15

Reality:
- # of Teacher Questions: 45
- # of Student Questions: 1
“Coaching done well may be the most effective intervention designed for human performance.”

ATUL GAWANDE

“PERSONAL BEST,” THE NEW YORKER
The Impact Cycle

- Identify
- Improve
- Learn

The cycle moves from Identify to Improve to Learn and back to Identify.
Your Question

To what extent is coaching part of your professional development?
4. Professional development requires Instructional Playbooks
One of the main barriers to turning knowledge into action is the tendency to treat talking about something as equivalent to actually doing something.

PFEFFER & SUTTON, *THE KNOWING—DOING GAP*
The curse of knowledge
Atul Gawande, “The Checklist,”
*The New Yorker*
Atul Gawande, “Personal Bests,”
*The New Yorker*
### CHECKLIST: FLUENT CORRECTIONS

**TO CREATE FLUENT CORRECTIONS:**

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Identify behaviors that must be corrected by reviewing ATMs and/or video(s) of students in class.</td>
<td></td>
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<tr>
<td>For each behavior, identify how you will correct students the first, second, third, and fourth time you observe them engaging in the behavior.</td>
<td></td>
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<tr>
<td>Identify an initial target behavior for which you want to develop the habit of consistent corrections.</td>
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<tr>
<td>Video record a lesson.</td>
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<tr>
<td>Watch the video and tally how often students engage in the target behavior and how often you correct it.</td>
<td></td>
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<tr>
<td>Keep video recording lessons and tallying behaviors and corrections until you consistently correct the target behavior.</td>
<td></td>
</tr>
<tr>
<td>Repeat the process with other behaviors that need to be corrected until you consistently correct all inappropriate behaviors.</td>
<td></td>
</tr>
</tbody>
</table>

*Source: I learned this strategy during a conversation with Randy Sprick. For more information about Randy’s excellent work on classroom management, see his website: [http://www.safeandcivilschools.com](http://www.safeandcivilschools.com).*
The teaching strategies described in this playbook are also included in *High-Impact Instruction: A Framework for Great Teaching* by Jim Knight (2013).

Content Planning
  Guiding Questions
  Learning Maps
Formative Assessment
  Specific Proficiencies
  Checks for Understanding
Instruction
  Thinking Prompts
  Effective Questions
  Freedom Within Form (Dialogue Structures)
  Stories
  Cooperative Learning
Community Building
  Learner-Friendly Culture
  Power With vs. Power Over
  Expectations
  Witness to the Good and Fluent Corrections
POWER WITH VS. POWER OVER

In One Sentence
- Each time we exert power over students, we move a little closer to becoming the dictator we always vowed we would never become.

The Hattie Check
- Teacher-student relationships = 0.72; Classroom behavioral = 0.68; Classroom management = 0.52.
- While the overall effect size for classroom management is 0.52, it should be noted that in classrooms where there is a great need for management strategies, the impact could be much higher.

What’s the Point?
- Few people have more direct power over others than teachers.
- Power can poison our ability to see the world through others’ eyes.
- Students are not served well when a teacher’s need for control runs up against a student’s need for autonomy.
- “Power with” is an alternative to “power over”, involving authentic power developed with students.

What Is Power Over?
- Power over shows up in psychological bullying, asserting there is only one truth (the teacher’s), and the constant reminder to students that they have inferior status.
- Power over can surface when teachers subtly ridicule students in front of their peers, lecture students to show who is boss, glare at students who are out of line, or use their much greater knowledge and experience to show up a student in a classroom debate.
- In worst-case scenarios, students feel impotent when confronted by a dominating teacher, and, feeling powerless or hopeless, they lose the desire to learn.

What Is Power With?
- Power with begins with the simple desire to empathize with students, to deeply understand how they are experiencing your class and the school, and how they think and feel about what is important in their lives.
- Build power with by:
  - Asking every day in every class what each student is experiencing right now in class.
  - Having students try a program like Possible Selves to uncover their goals, strengths, and weaknesses, and to make an action plan for growth.
  - Connecting with students through one-to-one conversations.
  - Asking your instructional coach to interview your students.
## Checklist: Power With

While watching your students, did you:

- Give your students you full attention when they were talking? ✔
- Affirm students for their contribution (either verbally or nonverbally)?
- Refrain from interrupting students when they are talking?
- Avoid sarcasm, singling students out, power-tripping, and other actions that communicate a lack of respect?
- Make bids for connection and appropriately turn toward students' bids for connection?
- Communicate the same degree of respect to all students?
5. Teaching is *harder* than rocket science
Complicated and Complex Systems: What Would Successful Reform of Medicare Look Like?

by

Sholom Glouberman, Ph.D.
Baycrest Centre for Geriatric Care

Brenda Zimmerman, Ph.D.
York University
SIMPLE
COMPLICATED
COMPLEX
Teaching is *more complex* than rocket science.
The Practice of Adaptive Leadership

Tools and Tactics for Changing Your Organization and the World

Ronald Heifetz, Alexander Grashow, Marty Linsky

HARVARD BUSINESS PRESS
Adaptive challenges vs Technical challenges
“In education, it’s never one size fits all—it’s one size fits one.”

ERIC LUI
Your Question

Do you think teaching is simple, complicated, or complex?

What impact does that have for professional learning?
6. Professional learning requires choice
VIGNETTE: THE LEARNING STRATEGIES PRESENTATION

She made so many of us so angry by her attitude probably as much as anything. We were doing it during...you know, really, I don't know if it was fall or spring, but the weather was extremely hot and we really didn't have any air conditioned anything in this building at that time...
VIGNETTE: THE LEARNING STRATEGIES PRESENTATION

It was at the end of the day when you're really tired. We weren't being paid for it at all. We'd be here until way after four and the building would be empty by the time, you know, we would finish. I'm not quite sure that people really function well if they're mentally and physically tired. She may have had a much better audience if we had been rested...
She would come in and she would always talk about her experiences, her family, how all of this was very possible and how it would be very beneficial. She always looked so fresh, so clean... Honey-colored hair. Very attractive. She sparkled with jewelry. Gold jewelry. I've never seen anybody wear more gold jewelry than she did and it was tasteful. She looked good. and all of us felt absolutely so grubby, just really nasty ... we really weren't very receptive to her. I think we sat around looking like hostile juvenile delinquents. I'm sure we did. We were hostile, giving dirty looks, looking at each other and all of this hostile stuff. It's embarrassing to think about. A bit amusing, but mostly embarrassing ...
I think probably the thing that I didn't like because I just don't believe it, I don't believe that there is any one system that is perfect, and this was virtually sold to us as being something that we had to do step-by-step, no deviation. There could be none of our personal input working with maybe an individual child. It was very cut, and very dried and it was nothing that you could deviate from. That irritated me. It was as if you absolutely had no brain and that you didn't know what might work better using the same basic idea. There was no possibility at all. None what so ever. While I could see that strategies would be really very effective with some children, I knew that it wouldn't work with everybody. And could you change it? No, was the answer we got. You could not. This was it. It had been tested ... you could not change it and she was really quite adamant about that ... she didn't bend anything ... you had to follow those instructions exactly. It was probably a combination of many things.
At any rate, after she finished her stint here, I think that most of us tucked the books away that our district bought for us and just never used them...
When you insist, they will resist.
» Control doesn’t work.
“control is an easy answer. It . . . sounds tough, so it feels reassuring to people who believe things have gone awry . . . however, it has become increasingly clear that the approach simply does not work . . . the widespread reliance on rewards and punishments to motivate responsibility has failed to yield the desired results. Indeed, mounting evidence suggests that these so-called solutions, based on the principle of rigid authority, are exacerbating rather than ameliorating the problems.”

EDWARD DECI,
WHY WE DO WHAT WE DO (PP 1-2)
» Control doesn’t work.

» Control diminishes people.
“Saying no is the fundamental way we have of differentiating ourselves. To take away my right to say no is to claim sovereignty over me ... if we cannot say no, then saying yes has no meaning.”

PETER BLOCK
“The opposite of love is control.”

DONALD MILLER
» Control doesn’t work.

» Control diminishes people.

» Choice doesn’t mean people can choose to be unprofessional
» Control doesn’t work.
» Control diminishes people.
» Choice doesn’t mean people can choose to be unprofessional
» Choice leads to intrinsic not extrinsic accountability
Implementation Question

Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?

- PARTNERSHIP LEARNING: 59
- TRADITIONAL TRAINING: 14
How easy is it for you to let go of control?
7. Professional learning requires dialogue
Bohm
On Dialogue
pedagogy of the oppressed

PAULO FREIRE
Conditions for Dialogue*

1. Humility
2. Hope
3. Faith
4. Critical Thinking
5. Love

*Paulo Freire
Love
Engaging the will for the good of another
“Ultimately, our greatest joy is when we seek to do good for others.”

ARCHBISHOP DESMOND TUTU
THE BOOK OF JOY
“I have decided to stick with love. Hate is too great a burden to bear.”

DR. MARTIN LUTHER KING, JR.
Dignity

“Our inherent value and worth as human beings. Everyone is born with it."

JOHN KROWNAPPLE
Your Questions

How easy is it for you to choose love over hate?

How easy is it for you to “engage your will for the good of others?”
7 Lessons Learned

INSTRUCTIONAL COACHING GROUP
2:00