



Teacher Induction

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Part II

MENTORING ACADEMY

WELCOME

RACHEL

October 19th: Mention CA Shakeout at 10:19am

Welcome to Part II of the Mentoring Academy. We are so excited to have you with us in person after what seems like forever.

My name is Rachel Miller, and I am (name, position, experience, family)....And with me today are my fabulous team members, who are going to go ahead and introduce themselves. We will start with...

5 min

8:35-8:40

In the middle of tables:

- Trust Building Scenarios 1/2 sheets (6 per table)



MANDEEP

As you heard in Mentoring Academy Part I, and possibly the Induction Collaboration webinar if you've already watched it with your teachers, Teacher Induction is truly designed to be a job-embedded system of support that depends heavily on all of you as teacher mentors.

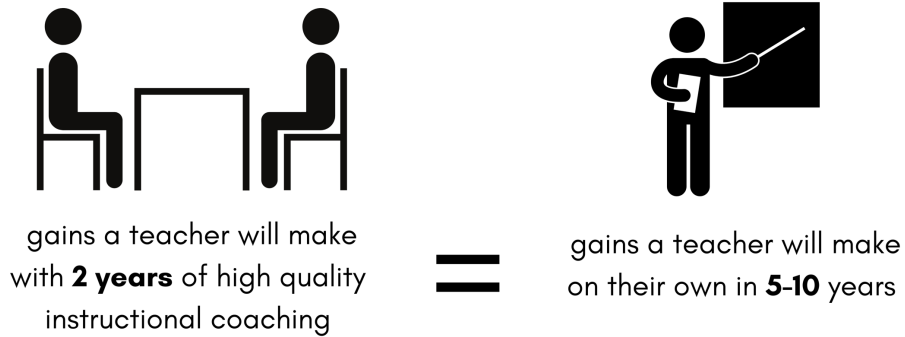
We all know that this idea of teachers and mentors is nothing new. In fact, teachers have been collaborating with experienced and successful teachers on their campuses for decades. It was an organic approach to professional development as a teacher, regardless of your grade level, subject matter or even school site.

What is incredible is that over the last 10-15 year mentoring or "instructional coaching" as its referred to in academia is now finally being recognized as an integral and game changing component of a successful teacher development system.

In fact there is now so much research that supports the work that you will do as a coach. We already shared this with you in Part I of the Mentoring Academy, but we wanted to remind you of the impact you are making...

3 min

8:40-8:43



MANDEEP

New research has found that high quality instructional coaching can improve a teacher's skillset at a significantly faster rate than if the teacher was working on their practice completely on their own.

To think that coaching your teacher over the next two years will yield the same professional growth as 5 to 10 years is truly a testament of the potential impact you can have on not only your teacher but the students of Fresno County.

1 min

8:43-8:44



15,750 students impacted through your coaching

MANDEEP

When we calculated the number of teachers we have in our program this year, and if teachers had an average of 30 students, our total number of students impacted through your coaching in Fresno County is 15,750. This number would actually be higher if we were to account for high school teachers who have multiple classes of 30 throughout the day, but you get the point.

We really are grateful to be partnering with you and excited to work closely during your time in Induction. With that, we did share several coaching skills in Part I of the Mentoring Academy, which I know all of you watched (wink) and we are excited to build upon those skills and for you to actually put them into practice throughout our time together.

With that, I'm going to hand it over to Rachel...

2 min

8:44-8:46



Let's Get Started!

RACHEL — add in your language!

Let's Get Started Handout:

- Find 4 quadrant paper, underneath their craft bins
- Respond to four questions
- Intro activity: Stand up, hand up, pair up (model by sharing our responses with each other)
- **Explain and model attention signal**
 - **** Music: Life is a highway**
- When the music starts they will stand up with their paper and move around the room until the music stops.
- After the music stops, find whoever is closest to you, high-five them and wait for instructions.
- Identify A and B, whoever's head is closest to the ceiling is A. 30 seconds for A. When buzzer alerts, B will begin. High five!
- Music begins again, and participants walk around. Music stops, Identify A and B. Buzzer set for 30 seconds for each.
- When music begins, both partners will walk around the room together and wait for the music to stop. They will find the pair closest to them and pair up to form a group of 4.
- Person whose head is closest to the ceiling with share first, this time about their partner's responses (45 seconds). Move around the group clockwise.
- Pack and stack to their designated table.
- **Play "I feel good"**

- **Agenda**
 - **Lunch will be closer to 12:00, maybe a little after 12:00**
- Human Needs (Bathroom, snacks)
- **Intro NORMS**
 - *Remember to silence your phones (put on meeting status)....**
- We have just one more logistical item for you and that is to orient you with the team members at your table...

23 min

8:46-9:09

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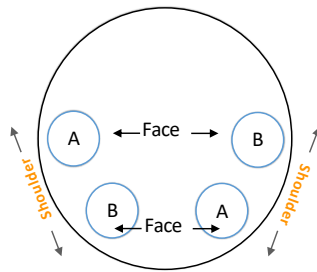


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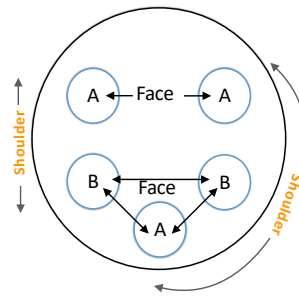
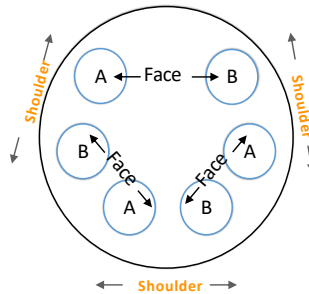


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RACHEL

RACHEL add in language

Determine partners

- **Identify A and B first**
- **High five shoulder partner**
- **Air high five face partner**

- **9:09-9:11**

Transition: Thank you for identifying your partners.



MANDEEP

Before you came to today's session you were all required to watch Part I of the Mentoring Academy. In Part I of the Mentoring Academy we shared some foundational coaching skills that we will spend some time putting into practice in today's session. So before we do that we are going to take a little time to revisit those foundational coaching skills.

As you can see, around the room there are posters that have the topics that were shared in the webinar. (Presenter walking around to showcase posters). We have:

- 3 stances of Coaching
- Listening Set Asides
- Probing/Clarifying Questions

In just a moment, you are going to engage in a timed gallery walk with your table. Your group will visit one poster and respond to the prompt that is listed on the poster. As you can see, each poster does have some information such as short definitions to help you address the prompts. You will collaborate with one another to respond to the prompts using the markers from the activity bins on your table. You'll take your coaching toolbox with you as you will be utilizing it in your responses. Feel free to be as creative and colorful as you'd like, keeping in mind the groups that will be visiting the poster after you. Also, please ensure that there is equity in voice from your team members so all are able to contribute their thoughts and ideas.

We'll have these directions on the screen for your reference as well.

2 min

9:11-9:13

Part I: Coaching Topics

Gallery Walk

1. Read the description of your group's assigned coaching topic.
2. With your group, review the prompt and discuss your thoughts. Please ensure there is equity in voice.
3. Respond to the prompt(s) on the poster.
4. When time is up, you'll continue this same process with the next coaching topic.

MANDEEP

Take a moment to review this.

RACHEL

Thank you, Mandeep

You'll need a marker from the middle of your tables, in addition to your Coaching Toolbox. Please hold on moving until we have assigned all groups

- With that, we're going to assign each group to one station...(continue with directions). **If we have 7 groups, we'll need to split up that 7th group so that each member goes to another group.

- You will have ____ minutes at your first station, we will let you know when it's time to move on to the next station.

***Please know that you will only have 5 minutes for each station. Feel free to divide and conquer but also know that you might not address every aspect of the prompt. Just do the best you can.

Round 1: 5 min ()

Round 2: 5 min ()

Round 3: 5 min ()

20 min

9:13-9:33

Part I: Coaching Topics Gallery Walk

RACHEL

Thank you for taking that time to review each of the concepts covered from Part I. As we were walking around we heard you share some great insights and reflections regarding Listening Set Asides, Coaching Stances, and Questioning for Clarity.

Thank you for taking that time to reflect. Before we enter into our next activity, we wanted to give you a 5 minute stretch break.

2 min

9:33-9:35



RACHEL

Let's please meet back up in 5 minutes.

5 min

9:35-9:40

RACHEL

Thank you for taking the time to reflect on the skills that were shared from Part I of the Mentoring Academy. You ended this last reflection by considering the skill that you want to intentionally focus on along with some next steps. We'd invite you to keep this skill at the forefront today, so you can already begin building your capacity in this area of your coaching.

With that, we are going to our next skill that is incredibly important but so often we don't know how to discuss. We so often don't have the words or tools to address it. And that topic is...

1 min

9:40-9:41

Trust

RACHEL

This may seem like such a simple topic, but trust is actually incredibly complex and it's something that is so palpable you can feel it. You can feel when it's there and you can definitely feel when it's not there. Subconsciously it feeds all the interactions and decisions you make with others, including with your teacher. (Pause) The good news is it's not just an abstract, it's a learnable skill.

So let's dig a little deeper on this foundational piece and talk about what it consists of so we can more intentionally use this knowledge as we are working with teachers.

Transition: One of your roles is going to be to have a high trust relationship with your participating teacher. We all have high trust relationships in our lives. Let's take a moment to think about that.

1 min

9:41-9:42

Think of a **high-trust** relationship
you have.

RACHEL

- Think of a person with whom you have a high-trust relationship. Have that person in mind as you consider this question.

Think of a **high-trust** relationship
you have.

How would you describe this person and
relationship?

What is the impact on you and others?

RACHEL

- Take 30 sec. think through this question for your high-trust relationship.
(30 sec)
- With your SHOULDER PARTNER, discuss your responses as to why
you trust them. **(3 min)**

Group Share-out:

What are some of the words you used to describe this person? **(2 min)**

Transition: Now let's turn this around a bit.

6 min

9:42-9:48

Think of a **low-trust** relationship
you have.

RACHEL

- Okay, this time, think of a low-trust relationship you have. Keep this person in mind as you consider this question again.

Think of a **low-trust** relationship
you have.

How would you describe this person and
relationship?

What is the impact on you and others?

RACHEL

- Take 30 seconds to read and think about your answer for this second question. **(30 sec)**
- Without using names, With your SHOULDER PARTNER, discuss your responses. **(3 min)**

Group Share-out:

What are some of the things you noticed when responding to this question?
(2 min)

We've all had experiences with high trust relationships and low trust relationships...and you see which has better communication, which gets things done faster, and overall which one is more enjoyable. We thrive off of high trust relationships.

We've spent some time looking at characteristics of high-trust and low-trust relationships with others. Now let's take a moment to look internally...

6 min

9:48-9:54

What do you do to build trust with adults?

RACHEL

- Take a moment to think about this question **(15 sec wait time)**
- Go ahead now and take the next **2 minutes** to jot down what you do on your whiteboard **(2 min)**
- Go ahead and hold up your boards....
- **Transition:** You've all mentioned some great ways to build trust with other adults. With your teacher you will need to be more intentional in building trust with them because the high level of trust needs to be there for them to be open to your coaching and have a level of communication necessary to take them deeper. Let's look at actions you can take to build trust specifically with your participating teacher.

4 minutes

9:54-9:58

Trust Building Behaviors

RACHEL

- Take the next couple minutes to read through this list of trust building behaviors. In thinking about your interactions with your participating teacher, make some notes or highlights about any insights you might have. **(2 minutes)**
- Some of these things you may do very naturally and some you may find yourself needing to make more of a conscious effort.
 - Personal example: Even myself looking at this list “Demonstrate Respect” and “Keep Commitments” come really naturally. I don’t have to think much about it because they’re part of my DNA. On the other hand, I know that “Listen First” or “Practice Accountability” takes more conscious effort. **(1 min)**
- We’d like to give you time now to really think through which of these trust building behaviors are your strengths and which areas you might need to devote a little more attention. Now when we say that something is our strength it’s not because we exhibit that behavior 24 hours a day and to the highest caliber, but because we use that behavior in balance with itself and with others.
 - For example, if I say my strength is to **“Talk Straight”** but I do it without demonstrating respect or listening first, that no longer is my strength but has become a weakness. **(1 min)**
- On the backside of this form you have some prompts to guide your

thinking in this process of identifying your strengths, areas for growth, as well as identifying specific next steps to grow in these areas. **(6 minutes)**

Transition: So you've identified the three trust building behaviors that you feel you do well, along with the 3 that you would like to work on (along with action steps). We've just spent some time reflecting on trust building behaviors in an overall sense, but intentionally thinking about which to use in specific situations will really help you gain more trust-building ground with your teacher. Because we don't want you to lose trust because you came at a situation too quickly. What you're going to do in this next exercise will provide some practice in the thought process for when a situation comes up and consider trust a priority in working through that situation.

11 minutes

9:58-10:10

Trust Building Situations

- Identify which trust building behaviors to incorporate.
- What language (questions, validating statements, etc.) would you use to address the situation?

RACHEL

In just a moment you will see a situation that could potentially come up as a coach working with his/her participating teacher. Whenever you're faced with a situation with your teacher you will want to determine which trust building behaviors to use and then what language you will use to address the situation, and if needed to take the time to script out what the language will be. Your mission will be to respond to these 2 questions for the situation given. You have these questions on your **Trust Building Scenario** handout.

As you determine the combination of trust building behaviors you should use and the language to use, you might notice that 1 or 2 of the behaviors you choose might be strengths of yours while there's 1 or 2 behaviors you might need to use that you've just identified as an behavior to grow in. Please don't shy away from choosing the behaviors that you find more challenging. This is some great time to get some practice on how to thoughtfully use them.

Here's our first scenario: (click)

2 minutes

10:10-10:12

Your participating teacher tends to blame the students for the classroom management issues going on in the class. You have noticed that your meetings tend to be consumed by this, and you're finding difficulty guiding your teacher to see his/her role in addressing these issues.

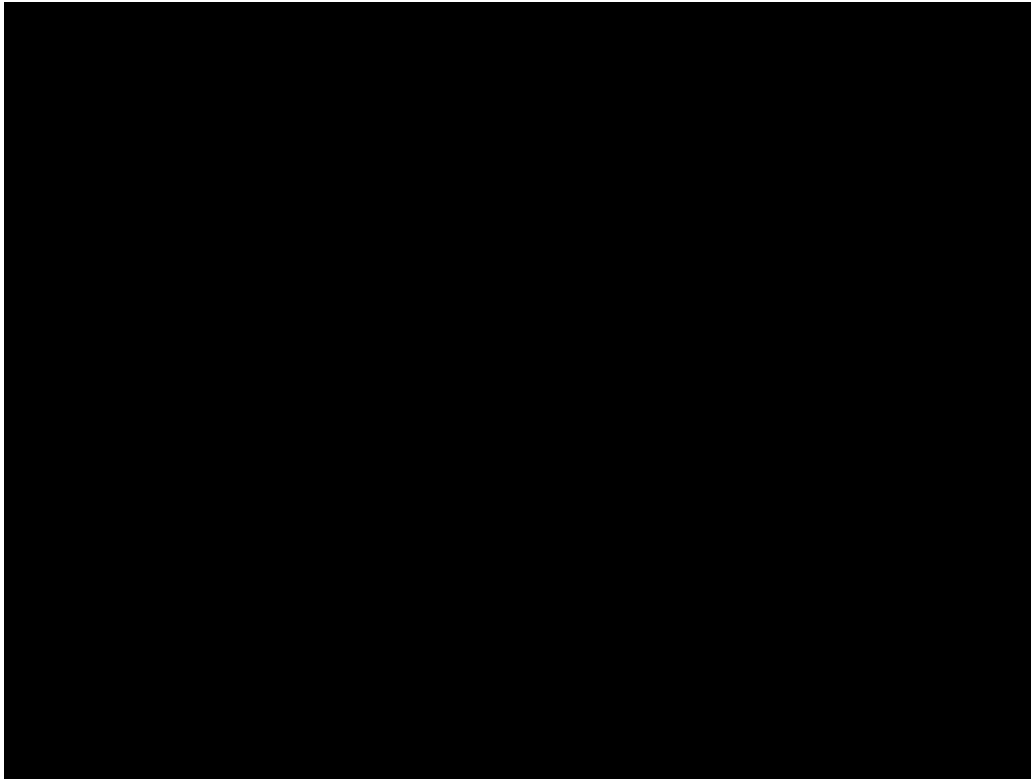
RACHEL

(Read individually)

- Go ahead and take the next 4 minutes to work through this scenario by going through the thought process of how to address different situations, and choosing the right language, while maintaining trust. If it's difficult to think through this situation with your current teacher, another teacher or colleague might come to mind.
 - Please make sure to write down your thoughts as you will be sharing with a partner in just a little while....this is just time for you to think right now. **(5 min)**
- **Partner Talk (Shoulder):** Please take the next 3-5 minute to discuss how you would work through this scenario to build trust...what behaviors and specific language did you choose to use. **(5 min)**
- **Debrief/**Write down what I saw/heard:** What trust building behaviors did you decide to use? **(3 min)**
 - What specific language would you use? (*What action would you associate with that language? If they don't mention the actual action)

13 minutes

10:12-10:30



RACHEL

You've all worked with your teacher for a month or so and you are may be already noticing your own scenarios popping up and are wondering what is the best way to address these situations but that still builds and maintains trust. Maybe it's just awkward right now, you've never done this before, you're just getting to know each other. Maybe your teacher has been teaching longer than you have, and they make sure you know that. Maybe you've heard about tension between your teacher and other teachers on your site.

Take a minute to think about a specific situation in your current PT/coaching relationship. (Wait time **1 min**)

Now hold onto that, and take yourself through the same thought process. First reflect on what the situation is, then write down the trust building actions you would use, and most importantly write down the language you would use. ***You will not be sharing this reflection with a partner. It will be just for you.** You will have **4 minutes** of work time. **(6 min)**

After work time: Wrap up: We get so caught up in coaching and helping our teachers grow but if we don't have a foundation of trust, our teachers may not be as open to that coaching or grow as much as they potentially could. You can't wait for your teacher to initiate these actions. Your role as a coach comes with a degree of humility. You're the coach, you'll have to go first. (1 min)

6 min

10:30-10:36



10 minute break

10:36-10:47

JULISA

- Welcome back from break, everyone.
- Thank you for honoring our time together by returning back on time.
- During this next segment we're going to focus on two types of conversations that will **elevate your impact** as a mentor.
- We all know that **Active Listening** is an important skill that takes time and awareness to master.
- Although knowing how to **listen** and **ask clarifying questions** is key in being an **effective coach**,
- helping **facilitate your teacher's thinking** can be rather **complex**.
- **To help support you in guiding your teacher through this process of reflection,**
- we have **two conversation guides** that we'd like to share with you today.
- The first comes from **Cognitive Coaching**,
- which is a **popular coaching style** in which the **teacher explores the thinking behind their practices** through **reflective conversations**.

2 min

10:47-10:49

Reflective Conversation

JULISA

- This **conversation map** from **Cognitive Coaching** is called **the Reflective Conversation**.
- The **Reflective Conversation map** is a handy tool to utilize **when you find your teacher needs to reflect on their practice**
- whether that means reflecting on a **lesson** that went well,
- an **assessment** that **didn't produce the expected results**,
- or an **evaluative observation** conducted by their **administrator**.
- The **purpose** of the Reflective Conversation is to target the teacher's **metacognition**.
- In fact, you'll be **fostering your teacher's metacognition** when you use this **same reflective conversation** while **debriefing** after completion of an **observation** by coach or observation of a peer.

1 min

10:49-10:50

Reflective Conversation

(Coaching Toolbox pg.5)

JULISA

- This Reflective Conversation map can be found on **page-5** of your Coaching **Toolbox**.
- Please take the next **2-minutes** to review the **6-steps to a Reflective Conversation** along with the **sample question stems** that you may use. (2 min)

3 min

10:50-10:53

Reflective Conversation

(Coaching Toolbox pg.5)

What did you notice about these types of questions?

JULISA

Whole Group Debrief:

- Thank you for taking the time to review the **Reflective Conversation map**.
- I'm going to open the floor and ask all of you, **What did you notice about the types of questions that are asked during a Reflective Conversation?**
-(whole group debrief)

- Exactly, the questions asked during a Reflective Conversation are **open-ended**,
- they're **inquisitive** therefore they **foster reflection**,
- they are **not prescriptive**, and they
- Include a **commitment to apply their learning that's occurred during the conversation**
- **Thank you all for your insights!**

Transition:

- The second conversation map that we're going to focus on today is called the **Mineral Rights Conversation**.

4 min

10:53-10:57

- *If asked about this conversation feeling unnatural...*
- *Reminder this is just a guide...*
 - *What we hear from our coaches who begin using this tool is it*

doesn't feel as natural at the beginning...but then as they begin to use it more frequently and make it their own, this tool can be very powerful in having teachers come to their own insights about their practice

- *You as the coach need to make sure that they've explored all aspects of that area before you move on to the next area. You might need to ask a few questions and paraphrase a few times before you move onto the next step...and feel free to go back and forth between the steps as needed.*

Mineral Rights Conversation

JULISA

- The **Mineral Rights Conversation map** comes from the book, "**Fierce Conversations**" by Susan Scott.
- In just a moment, you will see that this conversation guide is a little more **direct** and the questions feel a little more **undeviating**.
- If we hope to **interrupt educational inequities** and **create schools in which every child thrives**,
- we must **open our hearts to purposeful conversations** and **hone our skills** to make those **conversations effective**.
- That is where Mineral Rights Conversations come in.
 - The Mineral Rights conversation map **interrogates reality** by **mining** for **increased clarity**,
 - **improved understanding**,
 - and **serves as a catalyst for change**.

2 min

10:57-10:59

Mineral Rights Conversation

(Coaching Toolbox pg.6)

JULISA

- The Mineral Rights Conversation can be found on **page-6** of your Coaching **Toolbox**.
- Please take the next **2-minutes** to review the steps to a **Mineral Rights Conversation** along with the **provided sample questions**. (2 min)

3 min

10:59-11:02

Mineral Rights Conversation

(Coaching Toolbox pg.6)

What kind of conversation/topic would
this be appropriate for?

JULISA

Whole Group Debrief:

- Again, I'm going to open the floor and ask for your participation
- **What kind of conversation or topic do you think a Mineral Rights Conversation would be appropriate for?**
-(whole group debrief) (possible responses: teacher has a deficit-oriented perspective of their students, teacher is dealing with conflict between colleagues, teacher has a difficult time collaborating with parents)
- **So many great reflections!, Thank you for your participation**
- **A Mineral Rights Conversation makes use of**
- **Perspective-taking,**
- **Curiosity,**
- **Accountability, and Proactivity**
- **to tackle challenging issues with courage, compassion and skill**
- **As learning is provoked and our relationships are enriched.**
- **Using this model allows you to engage in rich conversations and dig deep to the heart of important matters**

Transition:

- **We've just shared two coaching conversation maps with you that will support your teacher in reflecting on their practice.**
- **As you can see, the types of reflections that these maps foster are quite different from one another.**

- **The Reflective Conversation Map** is more of a **general** and **accessible point of entry** to **help your teacher think about their instruction**.
- While, on the other hand, the **Mineral Rights Conversation** is a much more of a **targeted, specific, and head on approach** to **topics that are sometimes difficult but necessary to discuss**.

4 min

11:02-11:06

Reflective/Mineral Rights Conversation

JULISA

- In just a few moments, you will have an **opportunity to practice utilizing these maps** in conversation with one another.
- There will be a total of two conversations that you and your FACE partner will engage in.
- In one conversation **you will be the coach**, in which **you will choose the conversation map** to take your partner through.
- In the other conversation, **you will be the mentee**, and **your partner will be the coach who takes you through the conversation map of their choice**.
- The **intent** of both conversations is that **you get a feel for the impact of one or both conversation maps, both as a coach and a mentee**.
- We're going to provide you with some directions to set up this conversation.

2 min

11:06-11:08

Reflective/Mineral Rights Conversation

1. Choose the conversation map you'd like to practice when you are the Coach (Reflective or Mineral Rights)

JULISA

- First, you're going to **decide which map you'd like to practice as a Coach...**
- Either the Reflective Conversation Map on page-5 of your toolbox OR
- The Mineral Rights Conversation Map on page-6 of your toolbox
- Once you've **decided on the conversation map** you'll like to practice **in your role as a coach**, you will then **share this information with your FACE partner.**

Reflective/Mineral Rights Conversation

1. Choose the conversation map you'd like to practice when you are the Coach (Reflective or Mineral Rights)
2. Share your chosen conversation map with your partner

JULISA

Once you've **decided on the conversation map** you'll like to practice **in your role as a coach**, you will then **share this information with your FACE partner**.

Reflective/Mineral Rights Conversation

1. Choose the conversation map you'd like to practice when you are the Coach (Reflective or Mineral Rights)
2. Share your chosen conversation map with your partner
3. Based on the conversation map your partner wants to use as the Coach, choose a topic/scenario you can reflect on. Either a topic of your own or a provided topic.

JULISA

- **Next, the partner who's the Mentee, will need to decide which topic they'd like to discuss with the coach**
- If you'll be the mentee of a **Reflective Conversation**, you can choose one of your **own topics**
- Because the **Mineral Rights Conversation** typically addresses a **sensitive topic**,
- and we know it's a **big ask** for you to come up with a **sensitive topic on the spot**,
- We've provided you with some **role play scenarios** that you can utilize for a Mineral Rights Conversation.
- With that being said, you are **welcome to use one of your own topics to reflect on as well**

Coaching Role Play Scenarios: Overview

3) The Teacher With A Deficit Mindset

Often uses the phrase "these kids" with a negative connotation; talks about high expectations but there's low rigor in instruction; comes from a different background than students.

4) Disempowered Teacher

Often complains about the administration and all the changes; feels unappreciated and not listened to; feels like coaching is a waste of time.

Reflective/Mineral Rights Conversation

1. Choose the conversation map you'd like to practice when you are the Coach (Reflective or Mineral Rights)
2. Share your chosen conversation map with your partner
3. Based on the conversation map your partner wants to use as the Coach, choose a topic/scenario you can reflect on. Either a topic of your own or a provided topic.
4. If you choose one of your own, write a brief description of your topic/scenario. If you choose a provided scenario, get acquainted with the details.

JULISA

- Lastly, mentees will have the opportunity to **write a brief description** of the topic they'll be focusing on, in preparation for the discussion
- Or if using one of the two provided Mineral Rights Conversations, **brainstorm the context** in which that scenario is taking place
- We're going to give you **5-minutes** to walk through these steps and prepare, and then I'll call you back together. (5-min)

Total: 5 min

11:08-11:13

Reflective/Mineral Rights Conversation

JULISA

- For the first conversation, we are going to say the person with the **shortest hair will be the coach first**.
- Coaches, please pull out your **Reflective Conversation Map OR Mineral Rights Map**, based on what you chose,
- Together with your partner **move away from the table** so you **don't have a barrier** of the table in between you.
- You'll have **8-minutes to guide this conversation** as far as you are able to.
- We know that 8-minutes is not enough time to have these **meaty conversations, we just want to give you a little bit of practice**
- Once you are ready, **coaches go ahead and start the conversation (8 min)**

- **Thank You for your active participation!**
- Now let's go ahead and **switch roles**.
- But as we do, we are going to actually have you **switch seats to reset your thinking...you'll be sitting in a new role with a new perspective now**
- **Once you switch seats, you are welcome to get started (8 min)**

Table Debrief:

- **Welcome back!**
- Thank you for **taking the time to practice being both the coach and mentee** during these conversations.
- We'd invite you to take the next few minutes **to talk through your thoughts, insights and feelings** with your table.

20 min

11:13-11:33

Team: GET READY TO TAKE PICTURES FOR RAPPORT!

Reflective/Mineral Rights Conversation

What did you think about the coaching maps?
How did they feel?

JULISA

Table Debrief:

- Amongst your table team, please reflect on the following question:
- **What did you think about the coaching maps? And How did they feel?** (3 min)
 - *Listen in on conversations, write down what we hear*
- I heard **so many meaningful reflections** from everyone.
- You all mentioned how these conversation maps help us to **dig deeper** and **be more intentional** during coaching conversations.
- It **might not be your goal necessarily to become an expert on this Reflective Conversation map or Mineral Rights map,**
- but **through this process you've had some guided practice in learning how to ask coaching questions in a structured way to move your teachers forward.**
- And sometimes you might find that **you don't need to walk your teacher through each question** on these maps,
- And that **there are some questions that can be used on their own to elicit some great insights.**
- **In fact, many of these questions are already embedded throughout our program resources, tools, and structured conversations.**

5 min

11:33-11:38

Think about a situation where your participating teacher might be stuck in their thinking, and consider how a Reflective and/or Mineral Rights conversation may move them forward.

JULISA

- Before we move away from this concept, I'd like to encourage you to **take a moment to think about this question.**
- This reflective think time **will be just for you.**
- (Pause for 1-minute)
- **Thank you for taking that time.**
- You've already engaged in **a lot of heavy lifting** this morning,
- so we will now be **transitioning** to an hour lunch. 😊

1 min

11:38-11:39

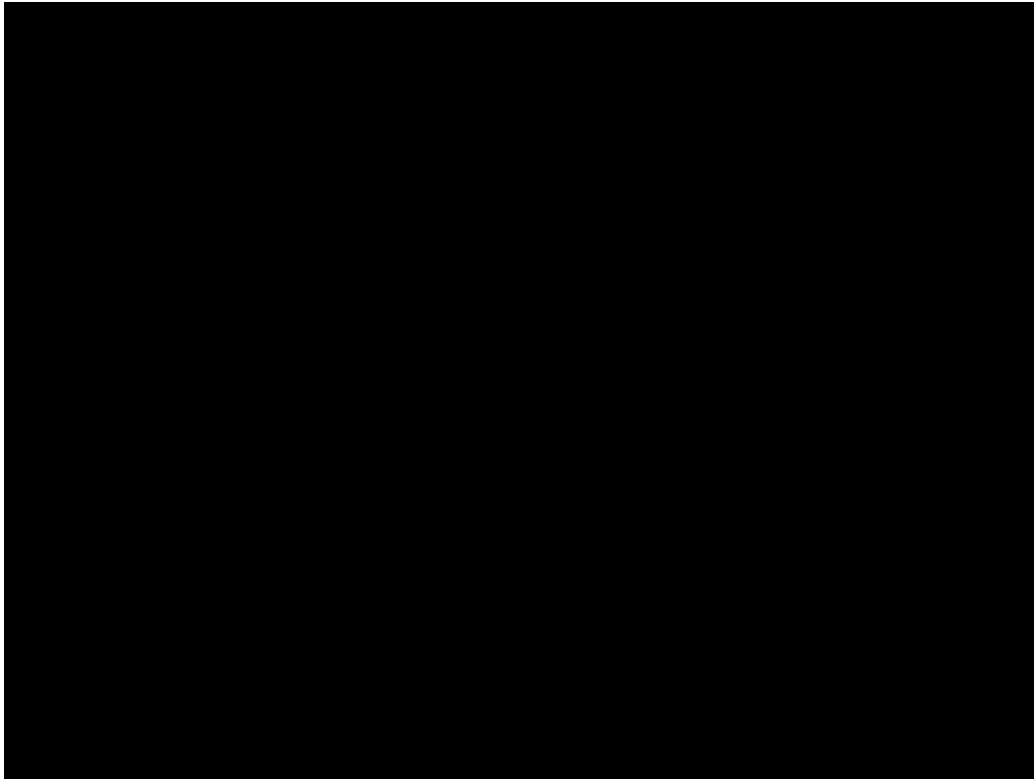


- This **lunch will be on your own.**
- You may **choose to go to the restaurants on Fulton Street,**
- there's a Subway on Van Ness and Fresno Street.
- **If you'd like recommendations, please come talk to one of us.**
- With that, you have a **1-hour lunch break.**
- **Please be sure to honor this 1-hour lunch, as we will be starting back up right at ____ (one hour from time)**
- **Enjoy! ☺**

Team: During lunch add in Rapport pictures to presentation. Put other papers needed for the afternoon in the middle of the table?

1-hour

11:39-12:40



RACHEL

We talked earlier about how listening and asking reflective questions are powerful coaching tools, but did you know that 65-85% of communication is non-verbal? How might we build safe non verbal communication and actually design an environment that goes deeper?

This can be done through...

2 min

12:42-12:44

Building Rapport

RACHEL

Take a moment to think about what your definition of rapport is...

According to the dictionary...

rap·port

/ra'pôr/

Noun: a close and harmonious relationship in which people or groups concerned understand each other's feelings or ideas and communicate well.

RACHEL

Intro **Rapport** article: (violet handout)

- Take a few minutes to read through **(2 min)**

Highlight:

- Matching done with elegance and grace, not mimicking. If someone shifts do not shift right away...over a little time you can shift more naturally to match their position
- There's actually matching of gestures and postures, even voice qualities sometimes contributes to building rapport
- And when matching the gestures/postures, it makes it feel/signal subconsciously to the coaches that they see themselves in you

Now that we've learned about how we might use rapport as an aid in our communication...to help meet them where they are...what does it actually look like for us personally to begin doing this with our coachees? Well many of you, whether you know it or not, actually already know how to build this rapport when you're in conversation with others.

Earlier today when you had either a reflective or mineral rights conversation, we went around the room and took pictures of those

Click to show pictures...

5 min

12:44-12:49



Insert images of coaches in Rapport



Insert images of coaches in Rapport

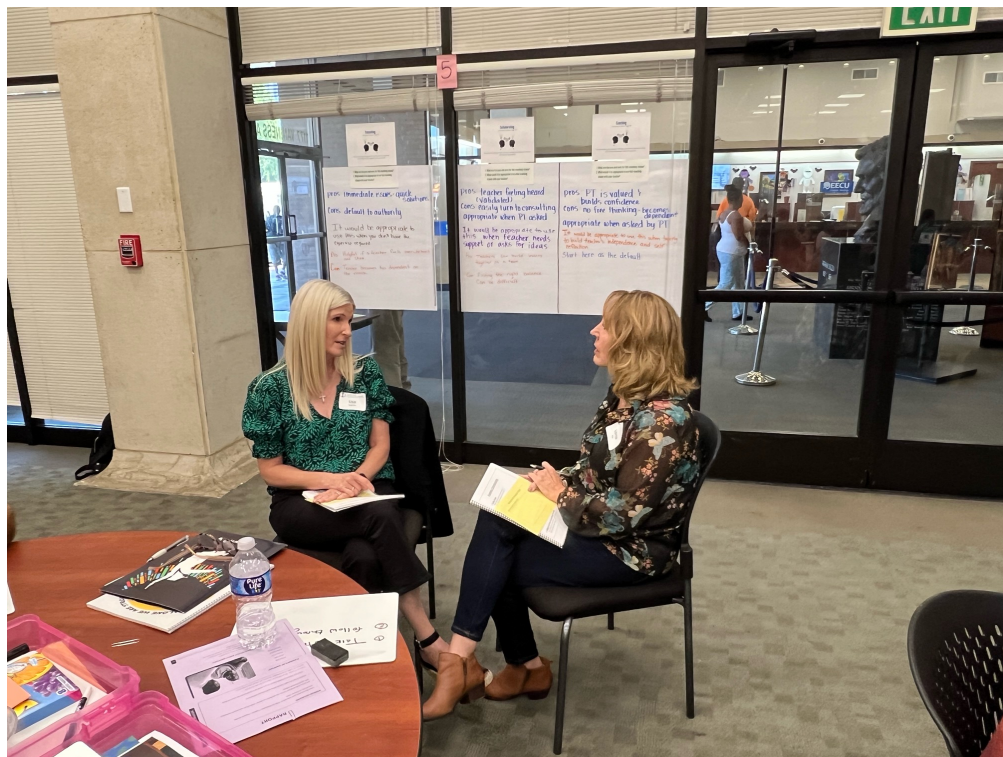
Say: Rapport may be naturally present or you may consciously seek it. You cannot manipulate someone into a relationship of rapport and trust, but you can draw on specific verbal and nonverbal behaviors to nurture the relationship.

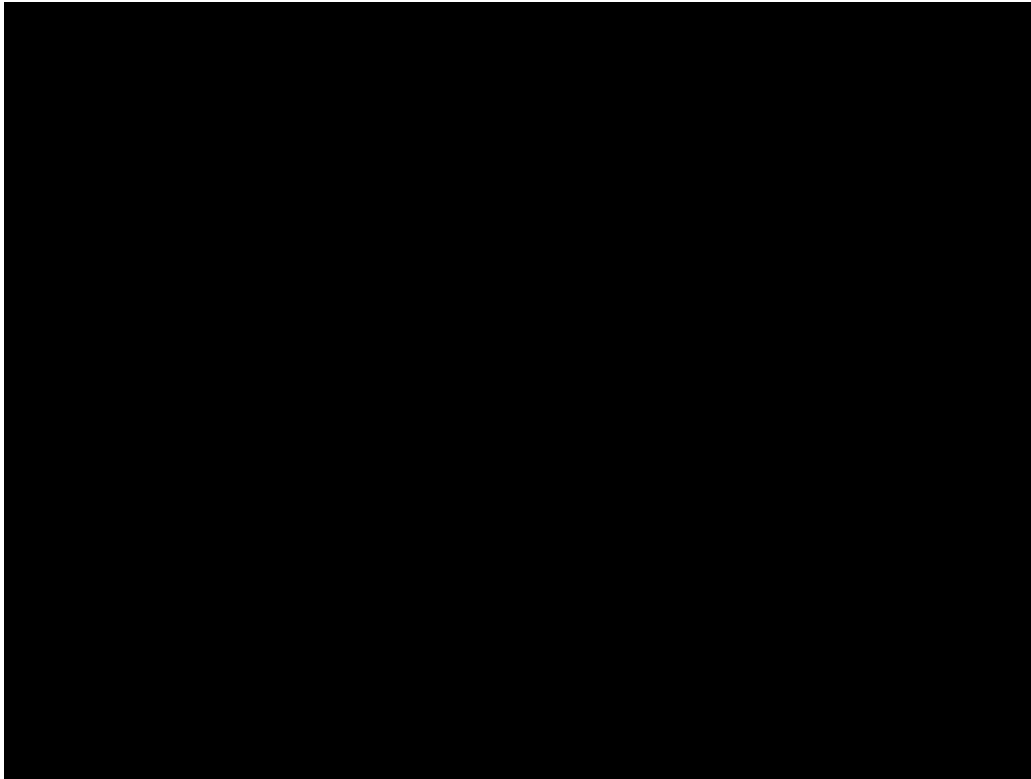
2 min.



Insert images of coaches in Rapport

12:49-12:51





RACHEL

Activity: Identify partners A/B — SHOULDER PARTNERS

A's outside – prepped to share about something important to them (**Manjit & Denise take A's outside**)

B's inside – prepped to listen for 2 minutes (mirror rapport), then at 1 minute warning, break rapport (**Rachel keeps B's inside**)

- *Rachel to say:*

- *We're going to participate in an activity to demonstrate what happens when rapport is broken.*
- *Your partner outside is being prepped that they will be sharing something important, something beneficial to talk about.*
- *You will them into rapport and when I give the signal (1 minute), you will break rapport.*
 - *You can do this as subtly as looking at your phone, checking the clock, breaking eye contact..or even responding to a quick text because your phone buzzed*
 - *Then after a little time of this..try to reconnect in conversation*

After breaking rapport:

- This was a planned activity to break rapport. Your partner was asked to but didn't want to.
- Ask for A's to describe their experience, then B's

Whole group discussion about process and what it felt like to break rapport

** What were your thoughts, feelings, and/or take aways from this activity?

**Be sure to mention the importance of location of meeting – is it distraction free? Etc.

****We don't actually multi-task, we task switch.**

20 min

12:51-1:11

JOURNAL #1

How might you be more intentional in maintaining rapport with your participating teacher?

RACHEL

JOURNAL #1 (2 min)

In your resources for today, you should have all received a Reflection Journal. It looks like this (show them). We'd invite you to now take the next minute to respond in Journal #1 to this question

1:11-1:13

2023-2024 Monthly Collaboration Log									
Logs are due on the 1st of every month (September Log through April Log)									
Directions: Coaches, meet a minimum of 1 hour per week with your teacher and document a summary of highlights/insights from your weekly conversations that will provide evidence of growth over the course of the program. Use the Monthly Log Sample Guiding Questions in your Coaching Toolbox for support in facilitating your weekly meetings. Coaches, at the end of the month, include your signature and obtain your teacher's electronic signature before uploading the log to your digital account.									
Induction Coach Name:				Participating Teacher Name:				Month of:	
Date:		Date:		Date:		Date:		Total hours:	
Hours:		Hours:		Hours:		Hours:		Notes to Program:	
Strengths or Current Celebrations: 					Current Focus or Challenges: 				
Discussion of goals related to ILP/Focus of Practice: <i>(ILP discussions will be in the Fall/Focus of Practice discussions will be in the spring)</i> Discussion of other long term/short term goals: <i>(Focus, challenges, CSTP actionable next steps and/or teacher needs)</i>					Induction Coach's NEXT STEPS to Support Teacher: <i>(In relation to goals, any current teacher needs, CSTP growth and/or teacher's ILP/Focus of Practice)</i>				
Monthly CSTP Reflection: <i>(Using the CSTP Reflection Protocol and Continuum of Teaching Practice booklet, ask your teacher to reflect on the prompts below once a month. Make sure to document your teacher's responses to both questions in each of the prompts.)</i> <ul style="list-style-type: none"> Which CSTP element have you grown in? What led to that growth? Which CSTP element would you like to grow in? What might be some strategies or appropriate next steps to grow in this element? 									
Additional Support <i>(If you refer your teacher to meet with someone else besides yourself for a different area of expertise, please reflect with your teacher after the meeting and respond to the questions below. This is not required every month. Document this time and date in your total monthly hours and below.)</i> <ul style="list-style-type: none"> Title of individual & reason for referral: Date and time spent: How was this meeting/observation beneficial to you? How might you use this in your practice? 									
Signature of Induction Coach					Signature of Participating Teacher				
I understand and agree that my typed full name above serves as my electronic signature. Signatures Required									

MANDEEP

Now that you've learned about Rapport and how to maintain it, we are going to move on to the next part of our time together which is going to be on the Monthly Logs. You have already been introduced to the Monthly Collaboration Log In the Induction Collaboration Webinars which you participated in with your teachers and well as Part 1 of the Mentoring Academy. As you already know, the Monthly Collaboration Log is an important component of Induction that you will utilize to capture evidence of teacher growth as required by the California Commission on Teacher Credentialing or CTC.

More than just being a required document however, it really is a tool and a guide that you will utilize to have deep and meaningful conversations with your teacher. As we've shared in the Mentoring Academy webinar that you engaged in prior to today's session, the Monthly log is not a stand alone resource. You will be utilizing the Sample Guiding Questions in conjunction with the Monthly Collaboration Log.

2 min

1:13-1:15

Coaching Toolbox, Page 44

Monthly Log - Sample Guiding Questions - Fall Logs are due on the 1st of every month (September Log through April Log)

Directions: Coaches, meet a minimum of 1 hour per week with your teacher and use this guide to support you in completing your monthly log. Document a summary of highlights from your weekly conversations for each of the highlighted topics below. Sample coaching questions have been provided; feel free to use any of these or come up with your own. Try to ask a variety of questions at each meeting that most closely relate to your teacher's needs. **At the end of the month, include your signature and obtain your teacher's electronic signature before uploading the log to your digital account.**

<p>Strengths or Current Celebrations: (Asking 1 or 2 of these questions is a positive way to start your meetings. Document a summary of highlights from each of your weekly conversations.)</p> <ul style="list-style-type: none"> • In what ways have you used your strengths this week? What was the impact? • What aspect of your teaching are you genuinely enjoying this week? • What is going well personally or professionally? • How have you connected with your students this week? • Which student(s) stand out and why? • What would your students say about your teaching practice this week? • How have you grown as a teacher this week? What led to that growth? • What was the best part of your day? Week? Why? • What has become clear since we last met? • What went well today? What was your role in making that go well? • What fills you with energy and hope? What else? • What possibilities do you see for yourself in the next few months? 	<p>Current Focus or Challenges: (Asking 1 or 2 of these questions is a great support for addressing current needs. Document a summary of highlights from each of your weekly conversations.)</p> <ul style="list-style-type: none"> • What might be a current challenge you are facing? • When has this worked for you before? • How might you use your _____ strength to help you in this area? • What is the most important thing you and I should be talking about? • What are you trying to make happen in the next three months? • What do you wish you had more time to do? • What is the toughest thing that happened today? This week? • Which student(s) do you need to be more intentional about connecting with? • What might be some reasons for this? • What might be some things you can do to connect with these students? • What topic are you hoping I won't bring up? • What aspect of your teaching are you avoiding right now?
<p>Discussion of goals related to ILP/Focus of Practice: (This is a major focus of your weekly meetings. These questions will help support your teacher's reflection of their ILP research.)</p> <ul style="list-style-type: none"> • Tell me about your latest piece of research. Describe your learning and insights. • How might this relate to your teaching practice and/or measurable outcomes? • How might you use your learning in your classroom? • How have you implemented your new learnings and what are the outcomes so far? • What might be your next steps? • Tell me about your other piece of research. 	<p>Induction Coach's NEXT STEPS to Support Teacher: (Document your weekly/monthly next steps to support your teacher in relation to identified goals, current needs, CSTP growth and/or ILP research.)</p> <ul style="list-style-type: none"> • What do you think are the best possible outcomes of our work together? • Tell me how I can support you this week and this month. • How can I help you in achieving the long/short term goals you have set for yourself? • What can I do better in my coaching to support you? • What additional resources or contacts/personnel can I direct you toward? • What would you like to observe someone else doing? • Include here how you as coach might support your teacher with growing in the CSTP element they chose in their Monthly CSTP Reflection.
<p>Discussion of other long term/short term goals: (Discuss and document weekly/monthly goals that relate to a current focus, challenge, monthly CSTP reflection and/or other teacher needs.)</p> <ul style="list-style-type: none"> • Considering our discussion so far, what goal(s) might you want to set for yourself? • What do you hope to do well this week, or this month? What might that look/sound like? • What commitments have you made for yourself? • What do you wish you knew? What is one thing you can do to work toward this? • What are you learning about your teaching practice? 	
<p>Monthly CSTP Reflection: (Using the CSTP Reflection Protocol and Continuum of Teaching Practice booklet, ask your teacher to reflect on the prompts below once a month. Make sure to document your teacher's responses to both questions in each of the prompts.)</p> <ul style="list-style-type: none"> • Which CSTP element have you grown in? What led to that growth? Include the CSTP element along with insights that highlight evidence of your teacher's reflection and growth with the identified CSTP. • Which CSTP element would you like to grow in? What might be some strategies or appropriate next steps to grow in this element? Include the CSTP element and provide a summary of strategies and/or appropriate next steps that your teacher considers as ways to grow in the identified CSTP. Include how you as coach might support your teacher with this in the Induction Coach's Next Steps section. 	
<p>Additional Support</p> <p>(If you refer your teacher to meet with someone else besides yourself for a different area of expertise, please reflect with your teacher after the meeting and respond to the questions below. <u>This is not required every month.</u> Document this time and date in your total monthly hours and below.)</p> <ul style="list-style-type: none"> • Title of individual & reason for referral: • Date and time spent: • How was this meeting/observation beneficial to you? How might you use this in your practice? 	

MANDEEP

The Sample Guiding Questions can be found on page 44 of your toolbox (Pause-people may be shuffling through their toolbox)

Your will find that the questions in this resource will really support you in fostering your teacher's reflective thinking about their teaching practice.

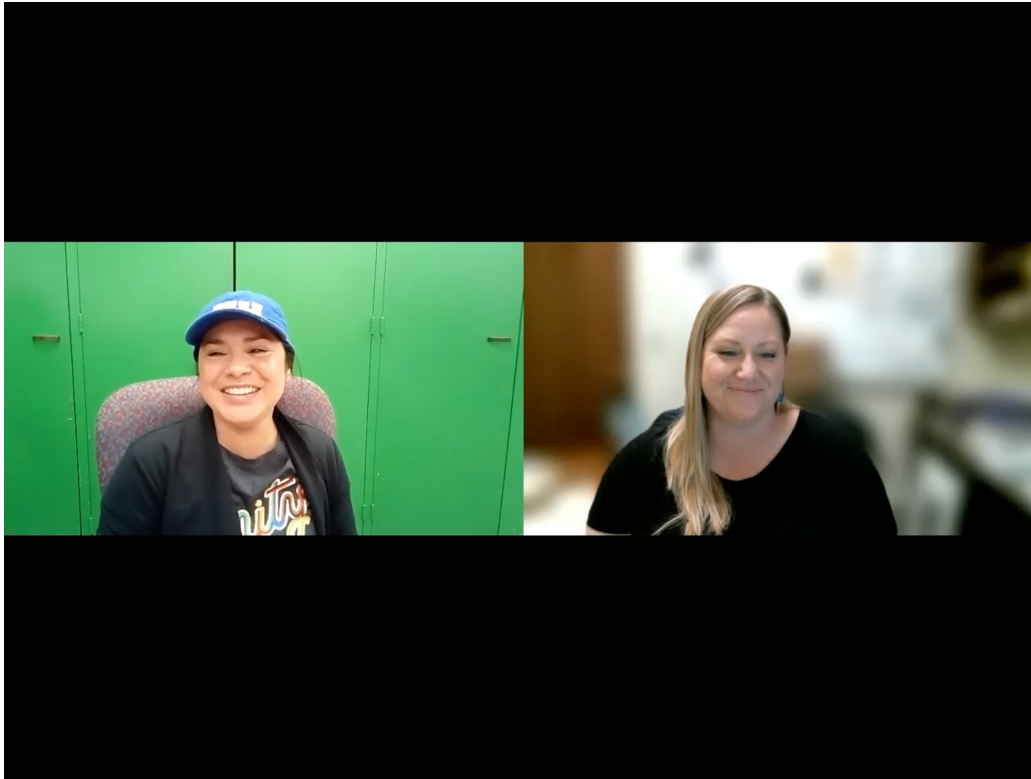
In the beginning of your coaching journey, you may find that this resource with all of the possible questions stems can feel overwhelming... it might seem like its a lot... or you may feel unnatural utilizing these questions.

With that being said, please know that this resource **is not meant to be a script** that you use in lockstep, rather **it is a guide that you use** to deepen your coaching skills. You are not required to use all the questions that are listed in this resource, rather you will choose one or two from each cell that best meet your teacher's needs for that particular week.

When using this resource, it will take some time initially to get comfortable with the coaching stems, especially for those of you that are new to this role of being a mentor or coach... but we promise, the more you practice using these coaching questions in your conversations with your teacher, the more natural it will become.

3 min

1:15-1:18



MANDEEP

With that, we want to show you an authentic conversation between one of our veteran FCSS Teacher Induction coaches and her teacher. We are so grateful that this coach and teacher have graciously shared this footage with us and have extended trust in us as a program to utilize this footage to support all of you.

As you all know, confidentiality and professional discretion is a big part of being an effective and successful coach. Before we watch this video, we ask you to really keep professionalism, specifically professional discretion in mind. In coaching conversations, teachers are sharing a lot of vulnerability and extending trust to their coach. So with that, we are going to extend trust to all of you and ask that you maintain confidentiality.

Before we start the video, we wanted to share some context. This is a weekly conversation that took place at the end of the spring semester and as we all know, the end of Spring is heavy on state testing and educators are certainly feeling the pressure.

Because we do not have the gift of time to show the entire hour long conversation, we have pulled out segments that showcase the coach moving through the different cells of the Monthly Log using the Sample Guiding Questions. You will also see coaching skills, some of which we reviewed today, and some of which that we have not shared with you today, but are in your Coaching Toolbox, being utilized by the

coach. Please know that we will be asking you to process and reflect on some of the segments shared.

With that, let's get started....

2 min

1:18-1:20

In this 1st segment, the coach starts the weekly meeting using a question from the Sample Guiding Questions for the Monthly Collaboration Log.

Mandeep

Rachel play segment 1- 0:05 seconds- 2:21 seconds (2 1/2 min)

As you just saw, the coach asked the teacher to share about her current strengths and celebrations and then synthesized the teachers thoughts by using the coaching skill of paraphrasing. We strongly believe that the art of coaching is activated when we start our weekly meetings with strengths as it galvanizes teachers about their practice. And we all know that in teaching, it's so easy to focus on what needs to be done that we often forget how far we've come.

An interesting finding that we've discovered in our program when looking at the feedback provided by our participating teachers in their Induction surveys, is that an overwhelming majority of them have shared how much they have enjoyed talking to their Induction coach about their strengths and celebrations during their weekly meetings.

One of our teachers from last year wrote, "one of my favorite parts about meeting with my coach was when she would ask me about what was going well in my classroom. In the overwhelming busyness of this first year when I often wondered if I had what it took to be a good teacher, that question kept me anchored and grounded. It reminded me that I do belong. That I do have a heart for teaching...and that no matter how hard things get, I can grow and get better."

It truly can have such an impact on self esteem and confidence...

We'll now move on onto the next segment.

5 min

1:20-1:25

In this 2nd segment, the teacher is sharing how she wants her students to understand vertical articulation and alignment. Specifically, that what her students are learning in 6th grade will support them in not only 7th and 8th grade but also in their future college and career pathways.

MANDEEP

Play segment 2; 2:21-3:41

As you just saw, the coach utilized asset based coaching to highlight the progress that the teacher has made. As a coach, you will sometimes find that your teachers are so overwhelmed, so stressed out that they can't even recognize the good things that are happening.

In fact, prior to this role, I was a full time academic coach. And often times when I would ask my teachers to reflect on their strengths or celebrations, they would say things like, "I don't have any strengths or celebrations right now" And That is when I would take a similar approach to Laura's and remind them of their growth, remind them of all their wins, big or small.—

You will find as an Induction Coach that you will need to do this with your teachers as well to empower and encourage them...

3 min

1:25-1:28

In this 3rd segment, the coach adopts the Consultant Coaching stance and relates the teacher's reflections to a higher order thinking concept.

MANDEEP

Play segment 3; 3:46-4:47

We just saw the coach adopt the consultant role-but she did it in a very natural and subtle way. She did not tell her teacher, "Oh let me tell you what is metacognition because I am your coach." (Hehe)

And even in the consulting role, she still asked her teacher, "I wonder what opportunities you can offer them to reflect on this whole state testing process..."

So keeping this mind, and also keeping in mind that we've watched three clips... yet we're still in the first cell of the Monthly collaboration Log- the strengths and celebrations cell.... We invite you to take the next minute to silently reflect on this prompt/quote....

2 min

1:28-1:30

After watching Laura navigate the first cell of the monthly log, what coaching opportunities might you be able to capitalize on with your teacher using the strengths and celebrations cell of the Monthly log?

1 minute to think on their own

05:00

After watching Laura navigate the first cell of the monthly log, what coaching opportunities might you be able to capitalize on with your teacher using the strengths and celebrations cell of the Monthly log?

Now that you've had some time to process on your own, we invite you to take the next **5 minutes** to share with your shoulder partner your response to this prompt. Please keep equity of voice in mind and we will have a timer going to support you with that.

*walk around and listen to responses- write them down**

Thank you so much for taking the time to reflect on this prompt. As I was walking around I heard some incredible insights.

I heard someone say,

Again, really powerful ahas.

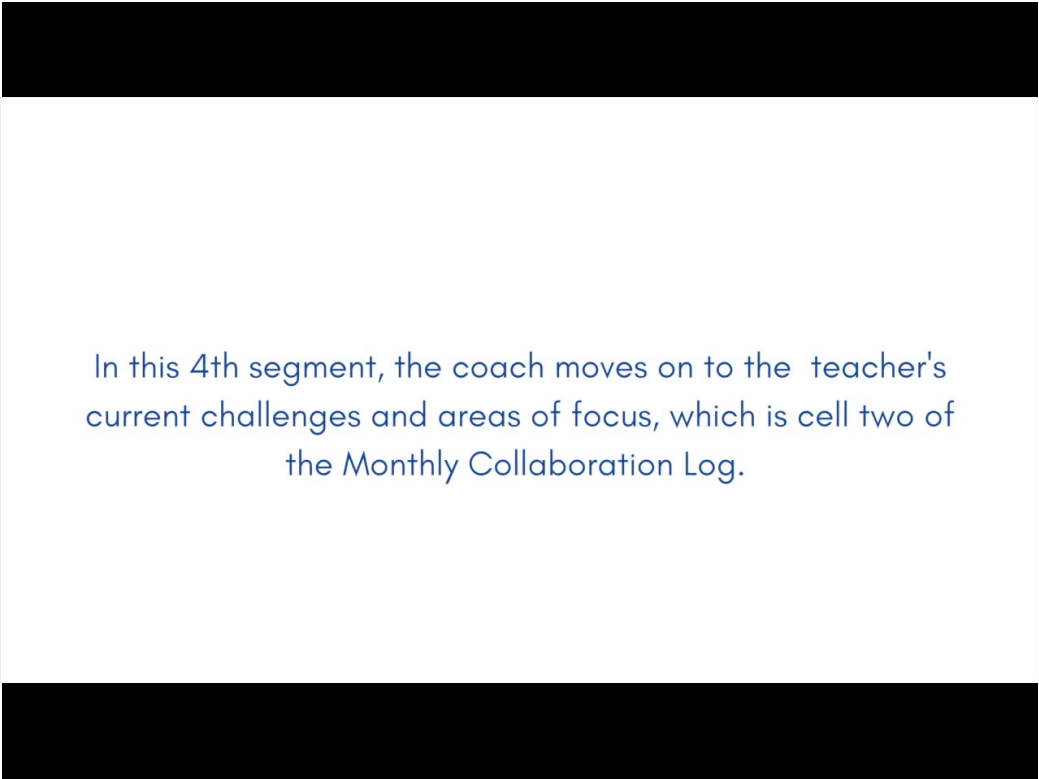
8 min

1:30-1:39

Now that we've seen Laura navigate the first cell of the monthly log, we're going to see her moving onto the next cell of the monthly log which is the current challenges or area of focus. Before we play this next segment we do want to let you know that we have intentionally taken out parts of the video in order to honor professional discretion and confidentiality. With that being said, you may have some inquisitive questions about the context of what the teacher is talking about....you may feel curious about what's going on. As we shared earlier, we don't need to know all of the details of what is going on- we simply are focusing on how the coach is using her coaching skills to move the teacher forward. So without further adu- let's see Laura in action.

2 min

1:39-1:41



In this 4th segment, the coach moves on to the teacher's current challenges and areas of focus, which is cell two of the Monthly Collaboration Log.

MANDEEP

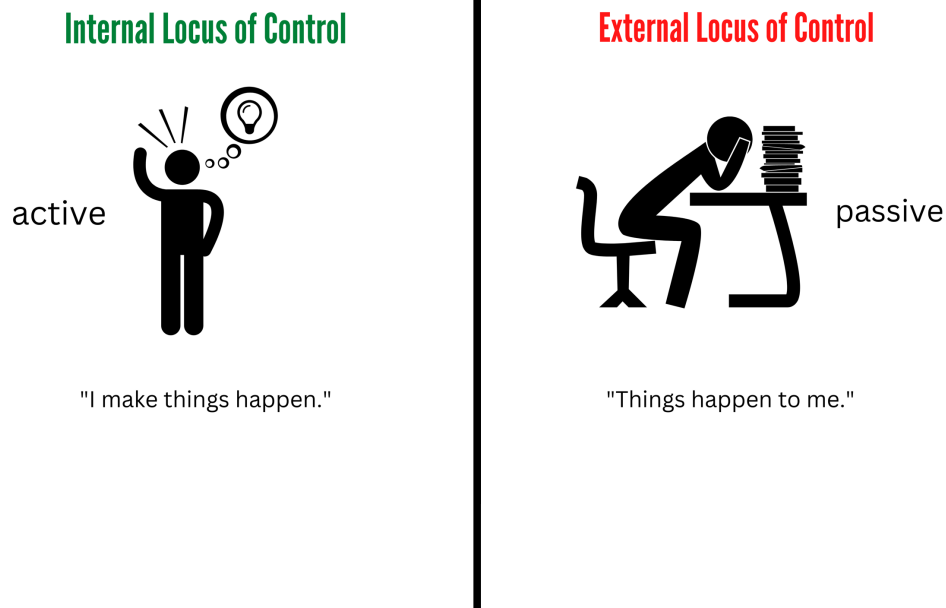
Play segment 4; 4:47-8:37 (4 min)

We just saw Laura coach her teacher through some of her current challenges. As you were watching, you may have noticed a term that we haven't talked about today, "Locus of Control"

Switch slides-

5 min

1:41-1:46



Take a few seconds to look at this visual. (5-10 sec wait time)

Sometimes, you may find that your teacher is focusing on challenges that are not in their locus of control. They are external challenges that they do not have control of such as district initiatives, state health mandates, curriculum selections, and so forth. And what we have found is that new coaches can sometimes feel powerless and ineffective when they are coaching their teacher through these conversations.

While we understand that these conversations are difficult to navigate as a coach, especially when you are taking on a true coaching role, we know that it is important to help our teachers shift their thinking and adopt an active, internal locus of control. As we just saw Laura do, through the use of effective questioning stems, it is possible.

Keeping this in mind; take the next the few minutes to silently reflect on the following reflective question.

2 min
1:46-1:48

JOURNAL #2

What is a possible topic that is outside of your teacher's 'Locus of Control' that has come up or might come up with your teacher? What coaching stem(s) can you utilize to encourage a shift in thinking?

Feel free to use the Sample Guiding Questions for the Monthly log (Coaching Toolbox Page 44)

We'd invite you to write your response in Journal #2 of your reflective journal.
(3 min)

1:48-1:51

05:00

JOURNAL #2

What is a possible topic that is outside of your teacher's 'Locus of Control' that has come up or might come up with your teacher? What coaching stem(s) can you utilize to encourage a shift in thinking?

Feel free to use the Sample Guiding Questions for the Monthly log (Coaching Toolbox Page 44)

Now that you've had some time to process on your own, we invite you to take the next **5 minutes** to share with your Shoulder partner your response to this prompt. Please keep equity of voice in mind and we will have a timer going to support you with that.

*walk around and listen to responses- write them down**

Thank you so much for taking the time to reflect on this prompt. As I was walking around I heard some incredible insights. I heard someone say,

Again, really powerful ahas.

We're now going to watch how Laura closes the loop on this topic with her teacher...

8 min

1:51-1:59

In this 5th segment, the coach navigates the teacher's concerns regarding test scheduling in a constructive way.

MANDEEP

Play segment 5: 8:39- 9:57 (1 1/2)

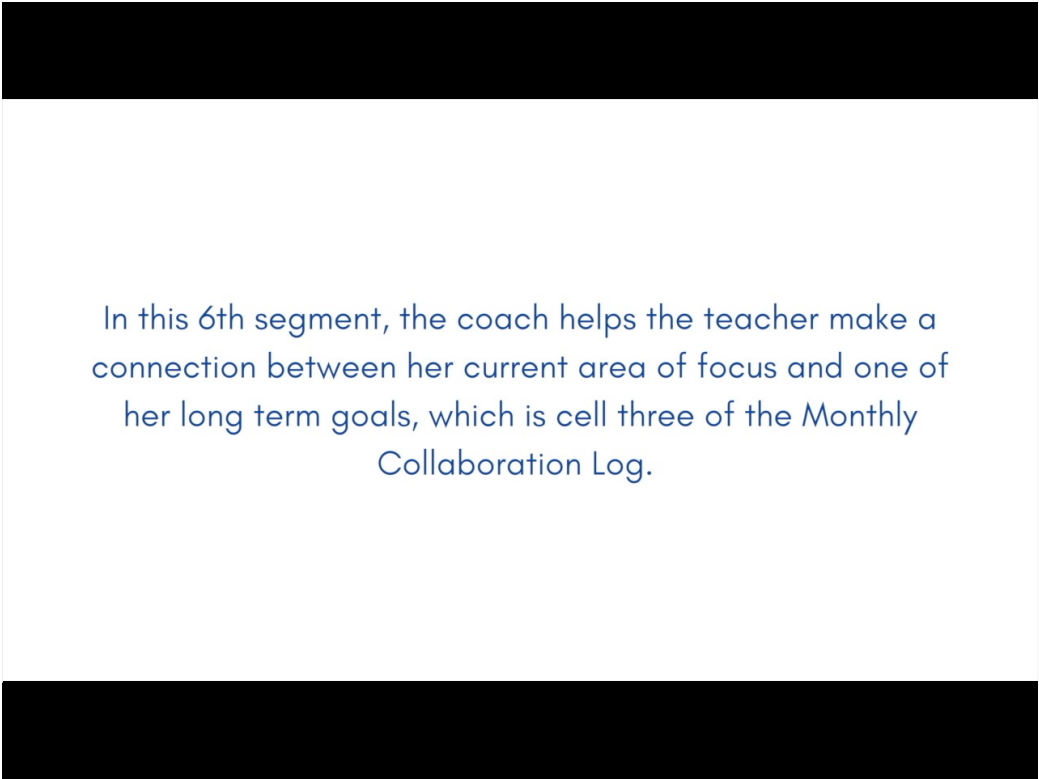
You just saw Laura coach her teacher through her concerns in a positive and constructive way. She offered her teacher some guidance on how she could approach administration to discuss her feedback. But before she did that however, she paraphrased the teacher's concerns...and she did this by using coaching language such as "It sounds like..."

It sounds like is a powerful coaching stem to use when you paraphrase what the teacher has just shared because it's focused on the teacher's voice...you're showcasing the fact that you are actively listening and validating your teacher's thoughts and feelings.

With that, we are now going to watch Laura move onto the next cell of the monthly log. You will see her connecting the teacher's current focus to a long term goal.

3 min

1:59-2:02



In this 6th segment, the coach helps the teacher make a connection between her current area of focus and one of her long term goals, which is cell three of the Monthly Collaboration Log.

Segment 6 —> 9:57-11:46 (2 min)

You just saw Laura connect the teacher's current focus to one of her long term goals of aligning her instruction to the rigor of the end of year assessments.

As you can see, the monthly log is a roadmap for you to use to guide your conversations with your teacher.

3 min

2:02-2:05

2023-2024 Monthly Collaboration Log									
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Induction Coach Name:				Participating Teacher Name:				Month of:	
Date:		Date:		Date:		Date:		Total hours:	
Hours:		Hours:		Hours:		Hours:		Notes to Program:	
Strengths or Current Celebrations: 					Current Focus or Challenges: 				
Discussion of goals related to ILP/Focus of Practice: <i>(ILP discussions will be in the Fall/Focus of Practice discussions will be in the spring)</i> Discussion of other long term/short term goals: <i>(Focus, challenges, CSTP actionable next steps and/or teacher needs)</i>					Induction Coach's NEXT STEPS to Support Teacher: <i>(In relation to goals, any current teacher needs, CSTP growth and/or teacher's ILP/Focus of Practice)</i>				
Monthly CSTP Reflection: <i>(Using the CSTP Reflection Protocol and Continuum of Teaching Practice booklet, ask your teacher to reflect on the prompts below once a month. Make sure to document your teacher's responses to both questions in each of the prompts.)</i> <ul style="list-style-type: none"> Which CSTP element have you grown in? What led to that growth? Which CSTP element would you like to grow in? What might be some strategies or appropriate next steps to grow in this element? 									
Additional Support <i>(If you refer your teacher to meet with someone else besides yourself for a different area of expertise, please reflect with your teacher after the meeting and respond to the questions below. This is not required every month. Document this time and date in your total monthly hours and below.)</i> <ul style="list-style-type: none"> Title of individual & reason for referral: Date and time spent: How was this meeting/observation beneficial to you? How might you use this in your practice? 									
Signature of Induction Coach					Signature of Participating Teacher				
I understand and agree that my typed full name above serves as my electronic signature. Signatures Required									

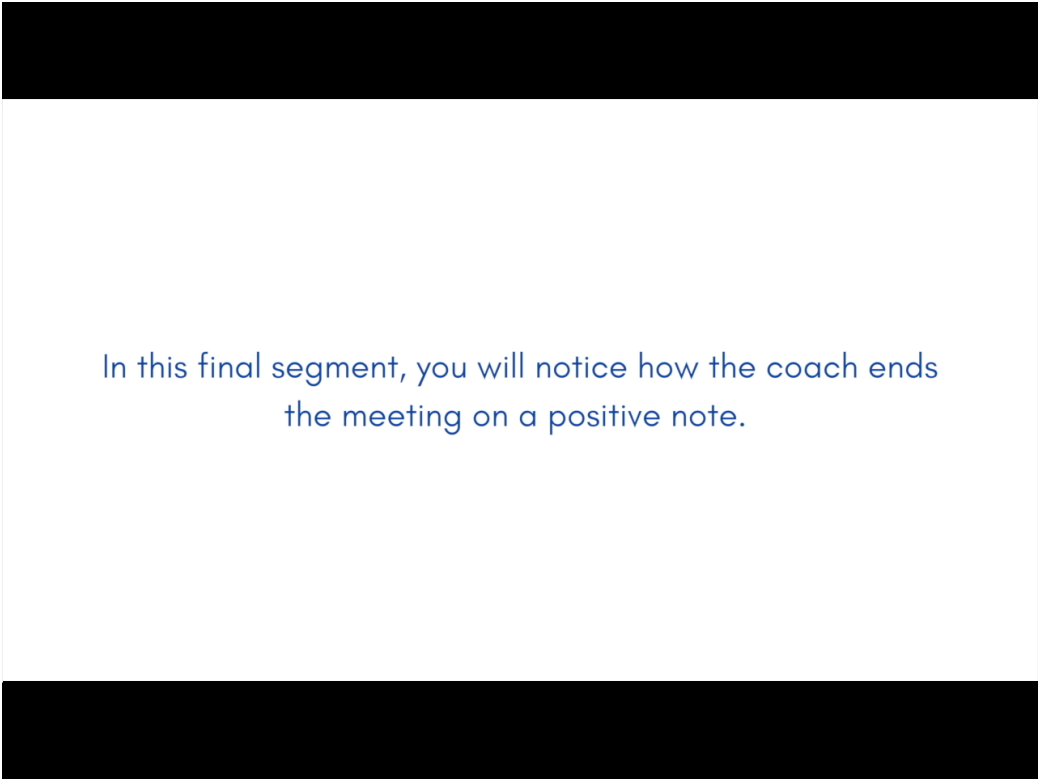
Laura didn't say, we're now going to move into this next cell of the monthly log and talk about your long term and short term goals as they relate to your teaching. Instead, she connected and fluidly shifted the conversation to her long term goal.

We hope that by seeing Laura navigate and move the conversation through a few of these cells, you have a better understanding of how you can use the monthly collaboration log to support your conversations. Again, while narrating the evidence of your teacher's growth is required by you as their coach, your conversation does not need to be a lock step approach. As you get comfortable with the monthly log and the sample guiding questions, you will find that your approach to navigating these weekly conversations will be come more fluid.

And with that we are going to fast forward to see how Laura concludes this conversation. —> Segment 7

2 min

2:05-2:08



In this final segment, you will notice how the coach ends the meeting on a positive note.

Segment 7

CHANGE: Now that you've seen an authentic coaching conversation utilizing the sample guiding questions from the Monthly Collaboration Log, what are some questions or coaching stems on the sample guiding questions that you want to try and utilize in your next coaching conversation?

Transition to stretch break...

1 min

2:08-2:09



5 min

2:09-2:14

After break:

Welcome back from break! We are on the home stretch and have one more meaty item to share with you, and that item is the Observation by Coach.

Observation by Coach

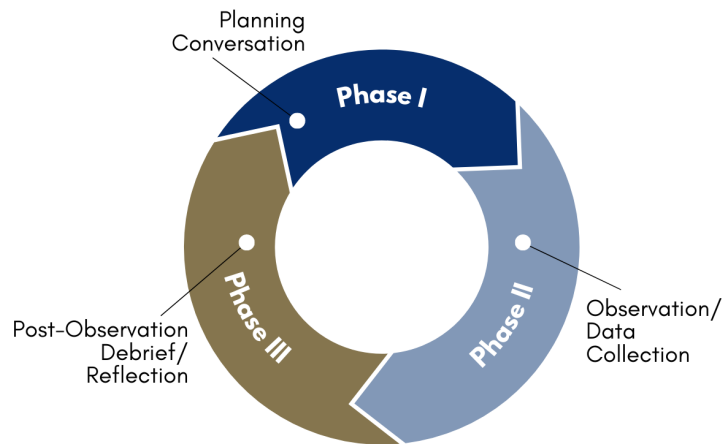
DENISE

We know that observations can be extremely effective, supportive and a positive experience for teachers if they are conducted well. As a program, we have made a lot of changes to our Observation by Coach Cycle, so it is truly supportive and impactful for teachers.

Many of you are already aware of the observation by Coach cycle as you were exposed to it during the Induction Collaboration webinar if you have year 2 teachers and during the in person induction collaboration meeting. While you may have an overview of the process, but we do want to take some today to identify the ways in which you can make the Observation by Coach process a truly effective and meaningful experience for your teacher.

2:15-2:17

Observation by Coach



As you may already know if you've already completed Induction Collaboration, the observation by coach cycle is divided into three distinct phases.... this includes phase 1: the planning conversation before the observation is conducted, phase 2, the observation itself including the data collection piece and finally phase 3 which is the post observation debrief conversation.

2:17-2:18

Observation by Coach



Observation by Coach Cycle: Conversation Guide
In-Person or Virtual Instruction

Induction Checklist: This Observation by Coach Cycle Conversation Guide is a companion guide to the Observation by Coach Cycle Protocol. You will use it to guide your participating teacher through all of the questions asked during your coaching meeting at each of the Observation by Coach Cycle Phases I, II, and III. Please use this guide to help you and your teacher make decisions and connections about their teaching practice. Remember to make notes of the content of the conversation in the relevant Meeting Log.

Phase I: PLANNING CONVERSATION

Focus Area

Considering your most recent reflection on the **Teaching Practice Framework**, what are some domains and indicators that you have recently experienced growth and success in?

Considering your most recent reflection on the **Teaching Practice Framework**, what are some possible domains and/or indicators you might want some data collection or feedback on during this Observation by Coach Cycle? This focus can be directly related to your **COACH Focus Area**.

Pre-observation growth goal: It can be based on a different domain/indicator.

What specific data/cases would you like to gather around this goal? (i.e., selection of activities and/or students, on-line feedback, student engagement and collaboration during group work, ratio of student talk to teacher talk, checking for understanding, lesson design, etc.)

Please review the **Observation by Coach Tool** and complete the pre-observation growth goals under the "Teacher Focus Area" section. (Coach and Coaches if you find that another tool may be most suitable for data collection on any specific focus, please reach out to your designated induction team member for next steps.)

COACH Connections

Using the **Induction COACH Connections** document review the COACH strategy that directly connects with your focus area.

What COACH strategy connects with the focus area that we just discussed? (Coach/Coaches, remember that the COACH tool is the connection to the Coaching Cycle between action and the relevant Activity Log.)

Scheduling Observation & Observation Debrief

What date/time would you like us to come and conduct the observation?

(Coach/Coaches decide) Determine the best date/time to observe the focus area in action. Please review the COACH Connections document for the best time to observe the focus area. Schedule the agreed upon date in your calendar. (Coach and Coaches please try to keep your commitment on the agreed upon date or date substitutions can impact the teacher's preparation.)

Knowing that an Observation Debrief should take place shortly after the observation, what date/time would you like to schedule the debrief?

(Coach/Coaches decide) Determine the best time to observe the focus area. Schedule the agreed upon date in your calendar. Again, please work to keep your commitment. To ensure the debrief, we have prepared and managed the debrief notes.

For induction what is to be done and AFTER the observation, details are provided on the Observation by Coach Cycle Protocol - Phase I (Observation/Debrief Collection) and Phase II (Post-Observation Debrief/Reflection).

Observation by Coach Cycle: Protocol
In-Person or Virtual Instruction

Activities/Needs Checklist & Goals

Teaching Practice Framework: Teacher must reflect on: Phase I
Domain: Teaching Practice Framework: Domain I: Student Engagement & Ownership
Indicator: Teaching Practice Framework: Indicator I.1: Student Engagement & Ownership
Observation by Coach Tool: Phase I & II

Induction Checklist: This Observation by Coach Cycle Conversation Guide - Phase I
Induction Checklist: This Observation by Coach Cycle Conversation Guide - Phase II

Phase I: PLANNING CONVERSATION

In preparation for this observation cycle, the induction coach and participating teacher will meet to discuss what the participating teacher would like the induction coach to observe and collect data on during the observation. The induction coach will provide the observation tool to the teacher to use during the observation. The observation tool will be shared by the teacher to the induction coach to use during the observation. The induction coach will use the **Observation by Coach Cycle: Conversation Guide** to facilitate the conversation with the participating teacher, and the **participating teacher will record responses to the pre-observation questions regarding the focus area of the day of the Observation by Coach Tool**.

Phase II: OBSERVATION/DATA COLLECTION

During the observation, the **induction coach will capture SPECIFIC and OBJECTIVE data** (i.e., teacher/student words and actions, evidence, and/or identifiable data) based on the teacher's focus area as well as general teaching practice.

The induction coach will record the data under the "Conducting Coach Observation" section of the Observation by Coach Tool. (See **Observation by Coach Tool Sample** for an example of the type of specific and objective data for coach about the teaching.)

Phase III: POST-OBSERVATION DEBRIEF/REFLECTION

Step 1: Preparation: Following the observation, the induction coach will review the qualitative and quantitative data they collected and identify trends related to the teacher's focus area and general teaching practice.

Under the "Coach Preparation for Observation Debrief" section of the Observation by Coach Tool, the induction coach will record the strengths they observed in their teacher's instruction using only specific and objective data from the observation.

Step 2: Effective Communication: The induction coach will facilitate the post-observation debrief by sharing the coach's findings with the teacher in a **Supportive Conversation**.

Step 3: Debriefing: The induction coach will share the observation data they collected, including the strengths they identified in "Coach Preparation for Observation Debrief". The induction coach

Observation by Coach Tool

Participating Teacher:	Amber Guevara	Teaching assignment and grade level(s):	5th Grade
Induction Coach:	Amber Guevara	Observation Date:	1/18
Pre-observation Focus:	1/18	Pre-observation Focus:	1/18

DEBRIEF: Please work together in planning for a COACH observation using the Observation by Coach Cycle Protocol and Conversation Guide documents. As a reminder, the session should last for 15-20 minutes.

COACH - to be Completed by TEACHER
Green Cell - to be Completed by COACH

Teacher Focus Area (Phase I)

TEACHER respond to the following questions to prepare for your observation.

Teaching Practice Framework Domain/Indicator: Domain II: Student Engagement & Ownership
Indicator II.1: Student Engagement & Ownership
Indicator II.1.1: Student Engagement & Ownership
Indicator II.1.1.1: Student Engagement & Ownership

Focus of Observation: I would like to increase student voice throughout my lesson in order to increase student engagement and participation in my learning.

Why is it important for this focus to be observed? It is important that students are active participants in my learning in order to show mastery and learn supported when they need help. It is all my students to be confident and thriving throughout my lesson which is reflective of a strong class.

Conducting Coach Observation (Phase II)

COACH captures SPECIFIC and OBJECTIVE data based on the teacher's focus area as well as general teaching practice.

Time	Teacher/Student words and actions
8:00 AM	SAMPLE I noticed in class students today we are going to be continuing with our second round... Teacher responds directly for the second round. I had my partner and we are doing today...

1 of 3

Located in Coaching Toolbox

Rest assured, you will be provided various resources to assist you in supporting your teacher throughout each phase of this three-phase process. These can all be found in your Coaching Toolbox as well as in your Digital Account resources as well.

Transition: But today, we really want to focus our attention on how to make observations successful for teachers. We're going to spend some time talking through effective notetaking during observations, as well as ineffective notetaking. To help you capture your learnings and insights while we share, we'd encourage you to take notes in the graphic organizer provided in Journal #3 (next slide)

JOURNAL #3

Observation by Coach: Observation Notes		
Detailed & Specific	Qualitative & Quantitative	Avoid Opinion-Based, Vague, and/or Prescriptive Language
Additional Notes:		

Please go ahead and pull this out...

Coaches, the most important skill you will need to practice and focus on during the conduction of your observation by coach...

Detailed & Specific

Observation by Coach

- Take detailed and specific notes like a court reporter

...is to take detailed and specific notes as if you were a court reporter. A court reporter or court stenographer has the important job of capturing in a living transcript what actually occurred during a court proceeding. They do not include their own thoughts, or beliefs, or feelings or assumptions. Their reportings are detailed and specific in capturing what actually occurred. The same is true for you as a coach observing a teacher during an observation. Anyone that reads the observational notes that you have collected should be able to understand the context as well as what occurred during the lesson, similar to how anyone, even without legal knowledge can understand what occurred in a court proceeding based on a court reporter's transcript. Essentially, as a coach, your notes should be **detailed and specific**.

Qualitative & Quantitative

Observation by Coach

- Take detailed and specific notes like a court reporter
- Include qualitative and quantitative data

The second characteristic of Effective Observation Notes is that it has Objective data in the form of both qualitative and quantitative data. What we mean by qualitative is that there are direct quotes from both teachers and students captured within the notes. As you know when you are teaching, you cannot really reflect on the language, or directions or questions you are using with your students in that moment.

However, being able to look at direct quotes that you used or your students used, after the lesson is done... it really allows you as the teacher to think deeply about how YOU provide directions, how YOU ask questions, the types of questions you are asking...how your students are responding, what misconceptions or misunderstandings they are having, etc. Again, including qualitative data in form of the form of direct quotes is important when you are conducting the observation by coach.

In terms of quantitative, you collect data by identifying the number of students engaged, participating, sharing with one another, etc. within the lesson itself. If 12 students are raising their hand out of a class of 24, you would write that within your observational notes. When your teacher sees those notes and sees that 50% of the class was wanting to answer the question....that is powerful information for the teacher to reflect upon. Or perhaps you captured notes that that 24 students or 100% of the class was facing the teacher and listening to her during direct instruction...again that is powerful information about how effective the teacher's classroom culture is.

Observation by Coach

- Take detailed and specific notes like a court reporter
- Include qualitative and quantitative data
- Avoid opinion-based, vague, and/or prescriptive language

The last consideration we really want you to have in mind while conducting your observation is to avoid opinion based and prescriptive language. In fact as a program, when we had reviewed Observation by Coach tools, this is the pitfall that is most common for our coaches in our program. What we mean by opinion based and prescriptive language is...(click to show examples)

Observation by Coach

- Take detailed and specific notes like a court reporter
- Include qualitative and quantitative data
- Avoid opinion-based, vague, and/or prescriptive language
 - “Teacher does a **great** job checking for understanding.”
 - “Students talk to each other about rock formations.”
 - “Your lesson **would have been better** if you included equity sticks.”

Read from screen:

- “Teacher does a great job checking for understanding.”
- “Students talk to each other about rock formations.”
- “Your lesson would have been better if you included equity sticks.”

So now that we’ve described characteristics of effective and ineffective notetaking, we want to provide you the opportunity to see what this actually looks like...

7 min

2:19-2:26

Observation Notes Samples	
Exemplar	Non-Exemplar
<p>1:30 PM</p> <p>T: Reminds speakers that they will be presenting shortly. Before presentations, she asks students to return to the script and expand on/clarify their previous observations with their group.</p> <p>Group conversation at table closest to teacher's desk:</p> <p>S1: Brian, clarify what you mean by you think it's a sedimentary rock</p> <p>S2: I think it's a sedimentary rock because of the layers it has on there</p> <p>S3: I believe it's a sedimentary rock because of the layers and they're just sitting there</p> <p>S4: I agree with everyone and I think it is a sedimentary rock because of the layers and the sediments happened there however many years ago.</p> <p>4/4 students responded within the group</p> <p>1:35 PM</p> <p>T: Brings the whole class back together for whole group discussion</p> <p>S: Fernando begins the whole group discussion by sharing about the igneous rock that his group discussed. Teacher asks follow-up questions (What was the process behind that forming?). Fernando references the graphic model on their desk to describe the rock cycle from metamorphic to igneous.</p> <p>T: After each group facilitator shares, teacher asks class to provide praise with two claps</p> <p>T: In conclusion, tomorrow we will create models that illustrate the flow of energy that drives the process of rock formation</p>	<p>Teacher gives students directions Your explanation was good!</p> <p>Students talk to one another about their rock type</p> <p>Students could have used more content specific vocabulary</p> <p>Whole group discussion Team leads share out Teacher asks questions Class cheers</p> <p>You should use a randomizer, they really work!</p> <p>Teacher reminds class about next steps</p> <p>Your lesson would have been better if you had students complete a graphic organizer</p>

In your handouts for today, you have this notetaking page which captures the same 7 minutes of instruction. Please take the **next 5 minutes** to annotate where you see examples of qualitative and quantitative data as well as where you see examples of opinion-based, vague, and/or prescriptive language.

After 5 minutes:

Thank you for taking that time. Now that you've had some time to pull out look through these examples, we're going to give you some time to reflect on your own practice.

6 min
2:26-2:31

In reflecting on the characteristics of **effective notes**
(detailed and specific/qualitative and quantitative)
and **ineffective notes** *(vague, opinion based and
prescriptive language)...*

What will you need to be mindful and intentional
of when you go to observe your teacher?

Read screen: In reflecting on the characteristics of effective notes (detailed and specific/ qualitative and quantitative) as well as the characteristics of ineffective notes (vague, opinion based and prescriptive language), what will you need to be mindful and intentional of when you go to observe your teacher?

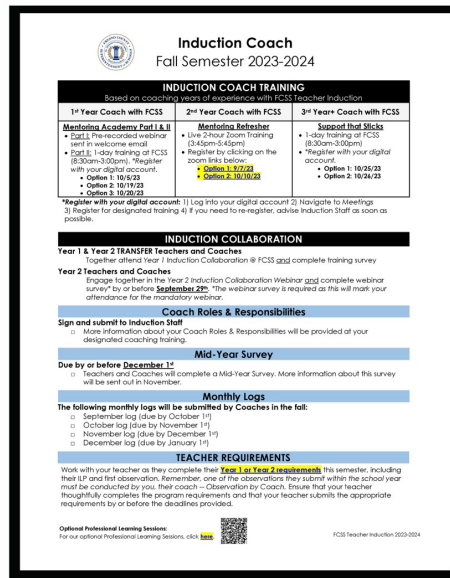
Take a moment to just think about this....(10 sec)

For your final partner conversation for the day, we'd invite you to share your thoughts with your FACE Partner **(3 min)**

After conversation: That was our final conversation and coaching topic for our session...we have just a couple logistical items to share with you as we close our time together...

4 min
2:31-2:35

Next Steps



Induction Coach
Fall Semester 2023-2024

INDUCTION COACH TRAINING
Based on coaching year of experience with FCIS Teacher Induction

1 st Year Coach with FCIS	2 nd Year Coach with FCIS	3 rd Year Coach with FCIS
Mentoring Academy Part I & II <ul style="list-style-type: none"> Part I: Pre-recorded webinar sent in welcome email Part II: 1-day training of FCIS (8:30am-3:00pm). Register with your digital account. • Option 1: 10/2/23 • Option 2: 10/19/23 • Option 3: 10/26/23 	Mentoring Refresher <ul style="list-style-type: none"> Live 2-hour Zoom training (2:45pm-5:45pm) Register by clicking on the zoom link below • Option 1: 10/2/23 • Option 2: 10/19/23 	Suspend that Slicks <ul style="list-style-type: none"> 1-day training of FCIS (8:30am-3:00pm) Register with your digital account • Option 1: 10/26/23 • Option 2: 10/26/23

*Register with your digital account: 1) Log into your digital account 2) Navigate to Meetings 3) Register for designated training 4) If you need to re-register, advise Induction Staff as soon as possible.

INDUCTION COLLABORATION

Year 1 & Year 2 TRANSFER Teachers and Coaches
Together attend Year 1 Induction Collaboration @ FCIS and complete training survey

Year 2 Teachers and Coaches
Engage together in the Year 2 Induction Collaboration Webinar and complete webinar survey by or before **September 22nd**. The webinar survey is required as this will mark your attendance for the mandatory webinar.

Coach Roles & Responsibilities
Sign and submit to Induction Staff
More information about your Coach Roles & Responsibilities will be provided at your designated coaching training.

Mid-Year Survey
Due by or before **December 1st**
Teachers and Coaches will complete a Mid-Year Survey. More information about this survey will be sent out in November.

Monthly Logs
The following monthly logs will be submitted by Coaches in the fall:
☐ September log (due by October 1st)
☐ October log (due by November 1st)
☐ November log (due by December 1st)
☐ December log (due by January 1st)

TEACHER REQUIREMENTS
Work with your teacher as they complete their **Year 1 or Year 2 requirements** this semester, including their IP and first observation. Remember, one of the observations they submit within the school year must be conducted by you, their coach – Observation by Coach. Ensure that your teacher thoughtfully completes the program requirements and that your teacher submits the appropriate requirements by or before the deadlines provided.

Optional Professional Learning Session:
For our optional Professional Learning Session, click [here](#)

FCIS Teacher Induction 2023-2024


DENISE

You should all have your Induction Coach requirements form in your packet for today. I'm going to take a few minutes to talk through next steps..

- **Induction Coach Training:** You've met your coaching training requirement for the year as you have attended Part 2 of the Mentoring Academy. If for some reason you were not able to complete the Part 1 webinar along with it's survey, this is still required.
- **Induction Collaboration:** Most of you have already participated in Induction Collaboration with your teachers; however, if your teacher was just recently enrolled or paired with you, please remember that we have just two more Year 1/Year 2 transfer Induction Collaboration dates on Oct. 12th and 13th, so please register if you haven't already. Also, if you are supporting a Year 2 teacher (who was with our program last year), you should have already engaged in the Year 2 Induction webinar together, as this was due last Friday. If you haven't, because you were just recently paired, please follow the timeline provided by your designated Induction team member.
- **Coach R&R:** These should have been submitted to our program, either prior to today's meeting or earlier at registration. If you have not signed a copy, please be sure to do so before you leave today.
- **Monthly Logs:** These are due on the 1st of every month...
- **Teacher Requirements:** You should have received a copy of your teacher's requirements form at Induction Collaboration.

5 min

2:35-2:40


Participating Teacher
 Year 1, Year 2, Pending ECOs
 Fall Semester 2023-2024

FCIS Induction Standard 2.6 requires that teachers receive at least a year of individualized support from their induction coach. **Induction coaches will provide this support through observation and coaching. The observation framework is the guide for this support.**

INDUCTION COLLABORATION

Year 1 & Year 2 TRANSFER Teachers and Coaches
 Together attend Year 1 Induction Collaboration @ FCIS ggg complete training survey

Year 2 Teachers and Coaches
 Engage together in the Year 2 Induction Collaboration Webinar ggg complete webinar survey by or before **September 29th**. The webinar survey is required as this will mark your attendance for the mandatory webinar.

Teaching Practice Framework (fall)

Due by or before October 6th
 Teaching Practice Framework (fall) is ready for submission on or before October 6th after you've completed the following steps:
 o Reflected on all domains by identifying your current placement on each indicator
 o Shared your ratings with your coach if you didn't complete it together

Initial ILP (Cells 1-4)

Due by or before October 6th
 Initial ILP is ready for submission on or before October 6th after you have completed the following steps:
 o Induction Collaboration with your coach, including survey
 o Cells 1-4 of your ILP and Initial Administrator Collaborative

Final ILP (Cells 1-7)

Due by or before December 1st
 Final ILP is ready for submission on or before December 1st once 4-6 weeks of research have been documented and Cells 1-7 have been completed.

Mid-Year Survey

Due by or before December 1st
 Teachers and Coaches will complete a Mid-Year Survey. More information about this survey will be sent out in November.



Observations


There are two observations that must be conducted during the year. One observation is due in the Fall by or before **September 30th**. The 2nd observation is due by or before **April 30th** for Year 1 teachers.
 o Please upload as you complete each observation by or before the due date. Both observations ggg be completed in the fall semester, however, it is required that at least one observation is submitted by November 1st. The 2nd observation can be submitted in the fall or spring, but no later than the aforementioned April due date.

Observation Options

At least one observation within the year must be an **Observation by Coach**. The remaining observation can be another **Observation by Coach** or an **Observation of a Peer**. Consider which observation will best support your training.

Observation of a Peer - In-person
 Observation of a Peer - Virtual Instruction (Zoom, Google Meet, etc.)
 Observation of a Peer - Online Teaching (Teams, Blackboard, etc.)
 Observation by Coach - In-person
 Observation by Coach - Virtual Instruction (Zoom, Google Meet, etc.)

Optional Professional Learning Sessions
 For our optional Professional Learning Sessions, click   FCIS Teacher Induction 2023-2024


Induction Coach
 Fall Semester 2023-2024

INDUCTION COACH TRAINING
 Based on coaching years of experience with FCIS Teacher Induction

1 st Year Coach with FCIS	2 nd Year Coach with FCIS	3 rd Year+ Coach with FCIS
Mentoring Academy Fall I & II • Part I - Pre-recorded webinar sent in welcome email • Part II - Live training at FCIS (8:30am-3:00pm) - Register with your digital account • Option 1 10/6/23 • Option 2 10/19/23	Mentoring Refresher • Live 2-hour Zoom training (2:45pm-5:45pm) • Register by clicking on the zoom link below • Option 1 9/27/23 • Option 2 10/10/23	Support that Sticks • 1-day training at FCIS (8:30am-3:00pm) • Register with your digital account • Option 1 10/24/23 • Option 2 10/24/23

Register with your digital account: 1) Log into your digital account 2) Navigate to Meetings 3) Register for designated training 4) If you need to re-register, advise Induction Staff as soon as possible.

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 o More information about your Coach Roles & Responsibilities will be provided at your designated coaching training.

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 o October log (due by November 1st)
 o November log (due by December 1st)
 o December log (due by January 1st)

TEACHER REQUIREMENTS

Work with your teacher as they complete their **Year 1 & Year 2 requirements** this semester, including their ILP and first observation. Remember, one of the observations they submit within the school year must be conducted by you, their coach - Observation by Coach. Ensure that your teacher thoughtfully completes the program requirements and that your teacher submits the appropriate requirements by or before the deadlines provided.

Optional Professional Learning Sessions
 For our optional Professional Learning Sessions, click   FCIS Teacher Induction 2023-2024

DENISE

- **Teachers Requirements:**but please know you can access it virtually here. Also, you can access your teacher's dashboard to see their progress along the way.

- Do we want to say more about teacher requirements?

- *Framework
- *Initial ILP
- *Final ILP
- *Observations

2:40-2:45

THANK YOU!



DENISE

We've talked this morning and throughout the day how you really are the induction experience for your participating teacher. Helping teachers complete requirements isn't coaching so we make sure that those requirements are clearly explained and have opportunities for diving into at the meetings with your PT, so you are more equipped to go deeper in that learning rather than just be the checker of the requirements. Your role in your weekly meetings with your PT is to build that trust, validate their needs as adult learners, and have those coaching conversations, all with the goal of moving them forward.

If at any time you have any questions about how to best support your teacher, please let us know.

Thank you so much for your time, energy, and intentional conversations today. To close up our meeting, we would just ask for just a little more intentional reflection on our meeting survey. Once you complete this you will be good to go.

Survey @ 2:45

Meeting Survey...

acur

55
7 groups of 6
1 group of 5
2 groups of 4

53
8 groups of 6
1 group of 5

54
9 groups of 6

52
7 groups of 6
2 groups of 5

51
7 groups of 6
1 group of 5

50
7 groups of 6
2 groups of 5

49
6 groups of 6
1 group of 5
2 groups of 4

48
8 groups of 6

47
7 groups of 6
1 group of 5

46
6 groups of 6
2 groups of 5

Let's Get Started

One way we build trust with others is when we simply take the time to get them...

- Let's Get Started Activity (play "I Like to Move It")
 - Think & Reflect (3 minutes)...some of you may have already answered questions before...
 - Model (4 minutes)
 - Model Attention Signal as well
 - Find first partner (shares, but does not keep partner) (3 min)
 - Second partner, shares, and stays with partner to move around the and find another pair (3 min)
 - In group of 4 (or 6), shares responses with new team (18 = 3 groups group of 6) (4 min)
- Pack-n-stack (Play "I Feel Good") (5 minutes)

Logistics: (10 min)

Since this will be our home for the next two days, let's take some time to orient ourselves with the room...

Norms (2 min)

Be Present: You are going to be away from your desk for 2 days. To max

45
7 groups of 6
1 group of 5
1 group of 4

44
6 groups of 6
2 groups of 4

43
5 groups of 6
1 group of 5
2 groups of 4

42
7 groups of 6

41
6 groups of 6
1 group of 5

40
6 groups of 6
1 group of 4

VISUALS FOR POSTERS — DON'T INCLUDE IN
PRESENTATION SLIDES

3 sets of posters (each type of poster)

TOPICS to review:

1. Listening Set-Asides (Coaching Toolbox, pg. 11) — 3 posters per station (9 posters in all)
 1. Definitions with visual

1. Autobiographical listening:

Sharing your own stories in order to relate with your teacher, but often times it takes the focus away from them as the mentee.

2. Solution listening:

Providing solutions to your teachers challenges and rob them of the opportunity to self reflect and problem solve.

3. Inquisitive listening: Asking questions to satisfy your own curiosity rather than asking questions that will move your teacher forward in their thinking.

1. 3 POSTERS, each broken into 3 columns
 1. Looks like
(Cartoons/Comic), Sounds like (Dialogue), Feels like (Emotive)
2. Coaching Stances (visual with definition underneath) — 2 posters per station (6 posters in all)
 1. Definitions with visual
 1. Consulting: You are wearing the expert hat; sharing opinions, expertise, knowledge and/or research with your teacher
 2. Collaborating: Approaching a task with your teacher as

an equal contributor with
shared responsibility

3. Coaching: Building your
teacher's efficacy,
instructional decision
making, and confidence
through reflective
questions.

1. Prompt:

1. What are the pros and cons
for each coaching stance?
2. When would you use each
coaching stance?

3. Probing/Clarifying Questions
(Coaching Toolbox, pg. 10) — 2
posters per station, horizontal (6
posters in all)

1. Definition:

1. Probing/Clarifying

Questions are utilized to elicit details, specifics, clarifications, or examples. They also foster a shift in the teacher's thinking from overwhelming to manageable.

2. Prompt: Generate a clarifying question for each statement to move the teacher forward in their thinking

1. My students just can't read at grade level because they were so behind coming in.

2. No one knows how hard it is to teach to the different needs of my students.

3. My kids did so much better on this assessment than the last assessment.