



It's Not About the Forms: Growing human capital through coaching- based supervision

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A Scientific Survey...

- Have you experienced significant professional growth as a result of the formal supervision process?
- If so, what elements of that process made it a fruitful one?
- Are there evaluations in the files at your school or district that do not reflect serious concerns about individual performance?

Outcomes

Participants will...

- Understand the research-based characteristics of effective and systemic supervision models
- Deepen their knowledge of North Carolina's professional standards for teachers and school executives
- Examine current personal practice in teacher/principal supervision and utilization of the North Carolina models

Outcomes (continued)

Participants will...

- Practice the observation and documentation of educator practice
- Learn the basics of coaching-based supervision and practice supervisory behaviors using Blended Coaching
- Examine ways in which the North Carolina principal evaluation models can be leveraged to contribute to professional growth

Outcomes (continued)

Participants will...

- Acquire practical tools and processes for effective supervision
- In a learning community, reflect upon a personal supervision challenge and outline next steps

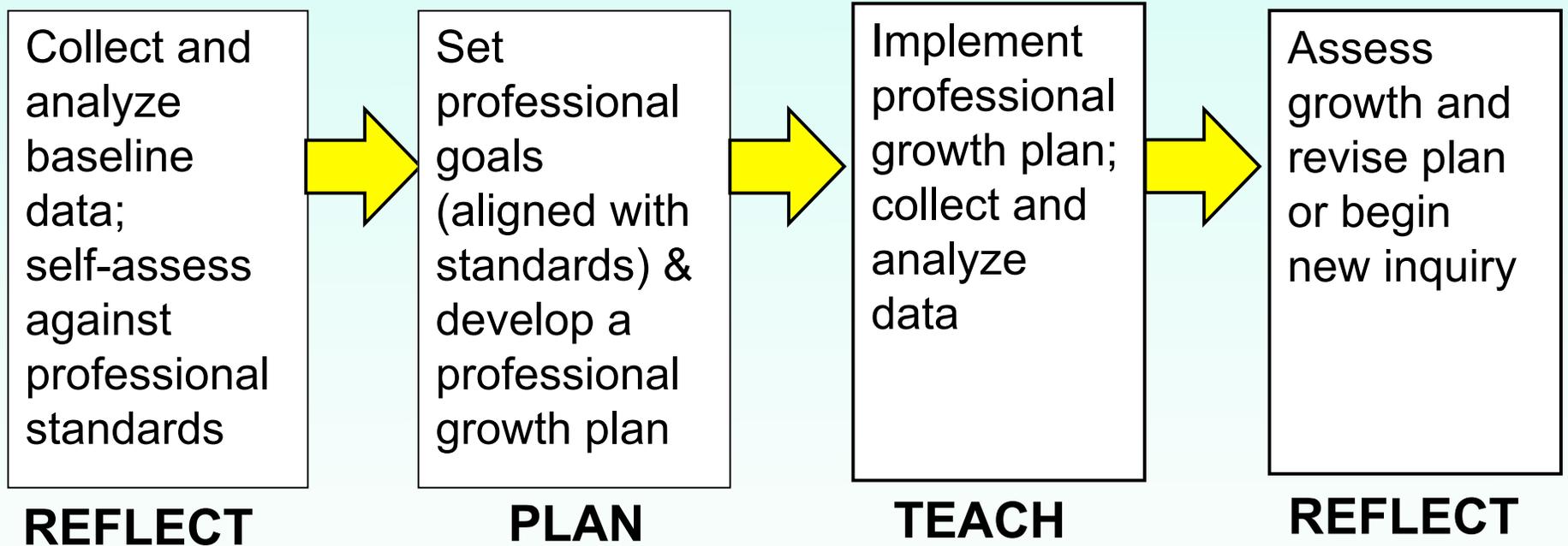
For Reflection and Discussion

- What have been the benefits of the new evaluation models?
- What have been the challenges in implementing the new evaluation models?
- How can this workshop and this learning community help you to be more successful as a supervisor using the new models?

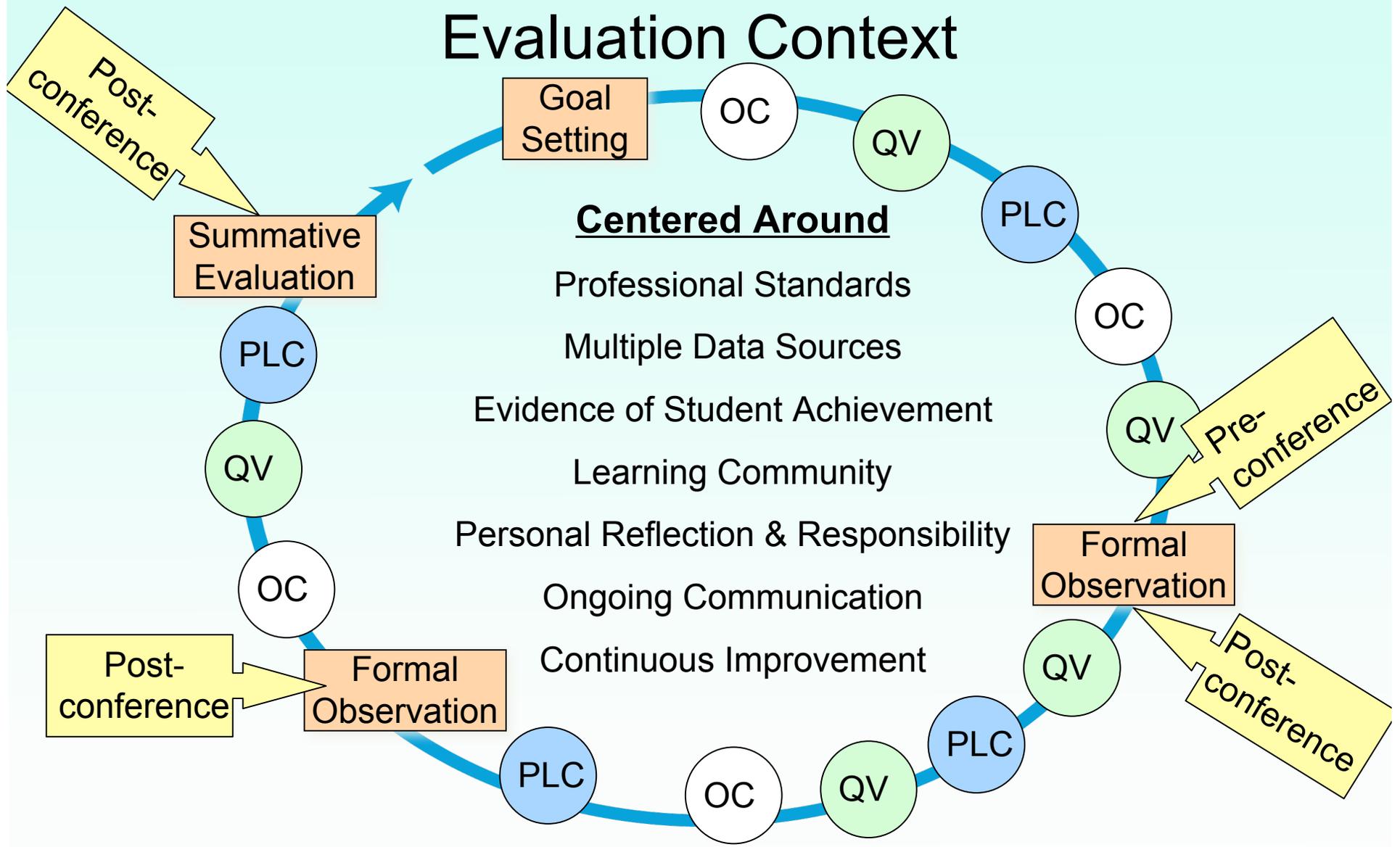
Principal and Teacher Supervision: *Research-supported Findings*

- Please review the research summary and highlight a handful of phrases that you think are most important to us as supervisors
- In your group, come up with a one sentence summary of your approach to supervision

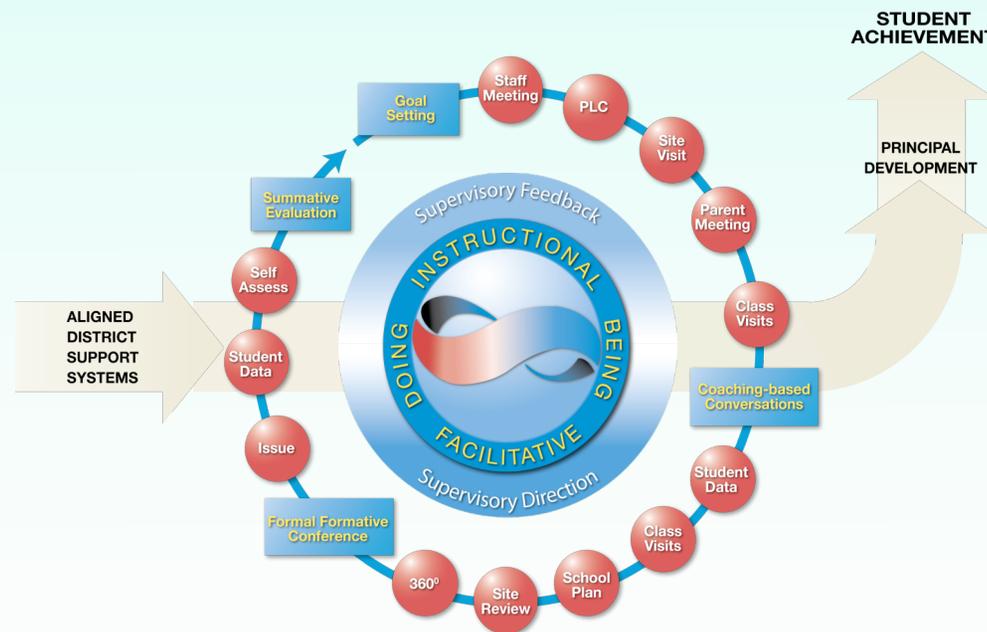
Cycle of Inquiry



Formative Supervision in a Traditional Evaluation Context



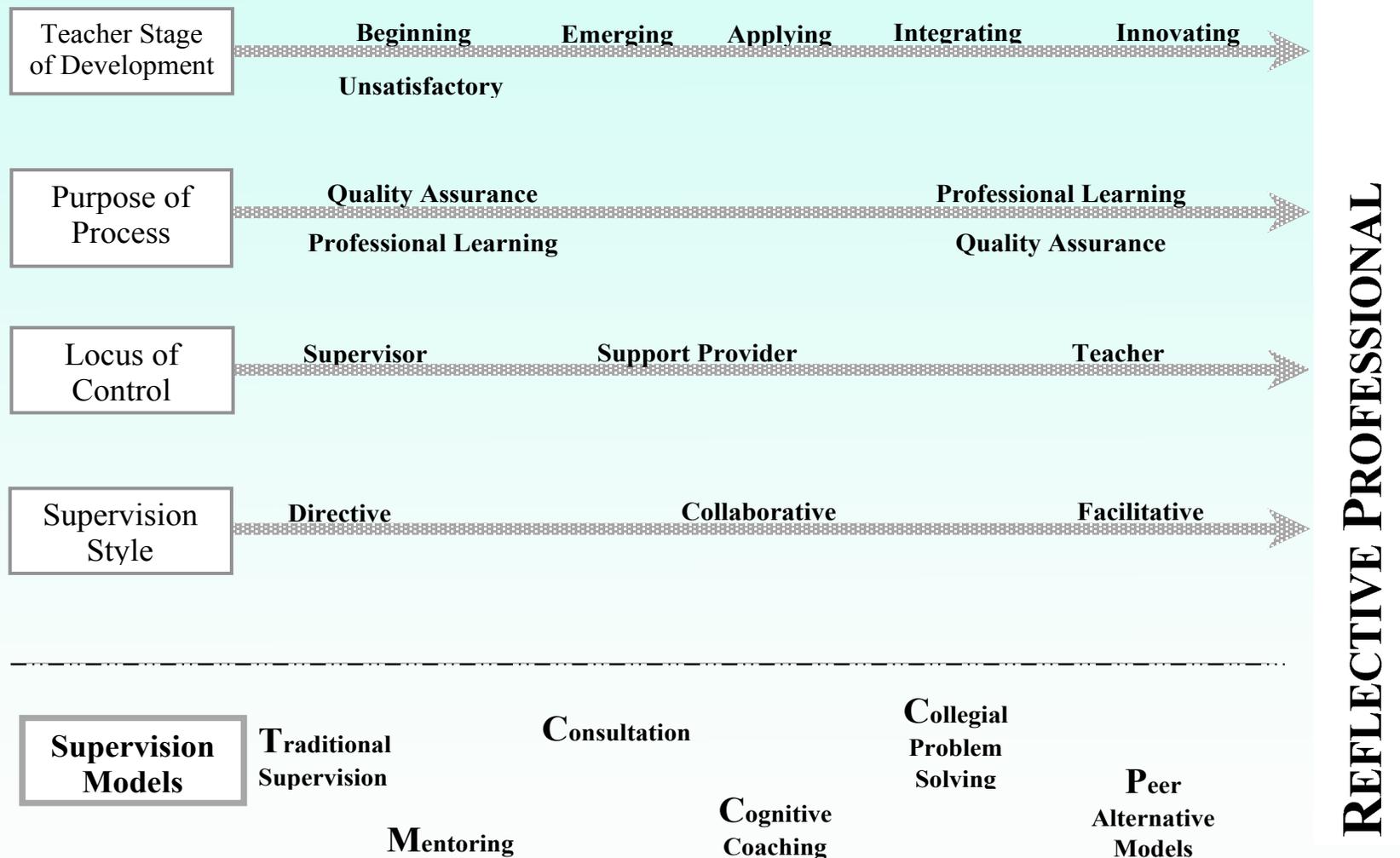
Where can Teacher Working Conditions Data Fit in this Process?



Changing Expectations

	Traditional Model	Professional Model
Teaching Content	Loosely coupled and idiosyncratic	Standards based and articulated
Teaching Practice	Teacher as artisan, isolated, idiosyncratic	Teacher as professional, standards based, public, collaborative
Accountability	De-emphasized, mystified	Public, prominent
Equity	Implicit and input oriented	Explicit and outcome oriented
Leadership	Managerial, autocratic	Facilitative, instructional, nurturer of professional learning communities

TRAJECTORIES OF SUPERVISION AND TEACHING PRACTICE



Jane: Veteran, 4th grade teacher. Lots of arts & crafts. Well-liked by staff. Low student achievement especially for ELs. Whole class, textbook-based instruction.

Jack: Second career, first-year high-school biology teacher. Willing learner but struggling with management and student engagement. Frequent discipline referrals and failed 40% of students.

Juniper: Taught 2nd grade for seven years. Reflective practitioner and teacher leader. Students perform well academically. Challenged with recently mainstreamed student.

North Carolina Professional Teaching Standards

1. Teachers demonstrate leadership	3. Teachers know the content they teach
2. Teachers establish a respectful environment for a diverse population of students	4. Teachers facilitate learning for their students
	5. Teachers reflect on their practice

Professional Standards Purposes

- To provide a common language around classroom practice
- To support professional growth through self-assessment, reflections and collaboration
- To link observation, formative and summative evaluation to teaching that results in student achievement

Teachers facilitate learning for their students

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of students	Teachers integrate and utilize technology in their instruction
Teachers plan instruction appropriate for their students	Teachers help students develop critical-thinking and problem-solving skills
Teachers use a variety of instructional methods	Teachers help students work in teams and develop leadership qualities

Examples of Standards-Based Feedback

“The teacher asks students to think of a time when they...”

“The teacher provides a variety of levels of books on wild animals for students to use for a non-fiction book report called for in the content standards.”

“Directions for the science experiment are presented verbally and in the PowerPoint slideshow.”

Evidence vs. Opinion

What is the relationship?

Evidence	Opinion
Observable	Draws conclusions
Objective	Subjective
Free of value judgment	May contain value judgment
Not subject to debate (unambiguous)	Makes inferences

Evidence or Opinion?

1. Students are engaged in the lesson.
2. Raul states “I’m not sure what I’m supposed to be doing.”
3. Your kids are making great progress in reading.
4. Lesson plan states “review fractions”.
5. Transitions from recess could have been more efficient.

Your “evidence” would fit into this sentence frame:

During my visit, I observed...

Content: *You were teaching... OR Students were learning...*

Alignment with content standards, grade level standard

Evidence of effective strategies or practices: *You were.. OR The students were...*

Impact: *As a result... OR The impact on students is...*

Your “evidence” would fit into this sentence frame:

During my visit, I observed...

Content: *You were teaching... OR Students were learning...*

How to create written arguments with a firm judgment.

Alignment with content standards, grade level standard:

7th grade writing content standard

Evidence of effective strategies or practices: *You were... OR The students were...*

Developing critical thinking and problem-solving skills

Impact: *As a result... OR The impact on students is...*

students have a better understanding of the purpose of supporting details in their writing.

Examining the Continuum

Teachers Facilitate Learning for their Students

- Developing
- Proficient
- Accomplished
- Distinguished
- Not Demonstrated

The Observation Cycle

1. The Pre-observation Conference
2. The Classroom Observation
3. The Post-observation Conference

The Pre-Observation Conference

- » **Clarify goals** and context for the lesson
- » Determine the **evidence/documentation** of student achievement
- » **Discuss/refine** teaching and management strategies
- » **Identify focus** for data collection

The Classroom Observation

- » Collect specific data via agreed upon method.

The Post-Observation Conference

- » **Summarize** impressions of the lesson
- » **Recall data** to support those impressions
- » **Analyze** the observation data
- » **Synthesize** the data/artifact(s) and decide next steps
- » **Reflect** upon the process and propose refinements



Supervising *teaching*:

Works from a perspective that effective teaching results in effective learning.

Supervising *learning*:

Works from a perspective that if students are learning, the teaching must be effective.

Which of these can you assess and support through 4 formal observations?

NC State Board Goals for Evaluation Systems to:

- Monitor the adoption of standards for teaching
- Establish standards for student achievement
- Establish a process for teacher supervision and professional development and support

The supervision process that:

- Serves as a guide for teachers as they reflect upon and improve their effectiveness
- Serves as the basis for instructional improvement
- Focuses the goals and objectives of schools and districts as they support, monitor and evaluate their teachers

Quotes About Data

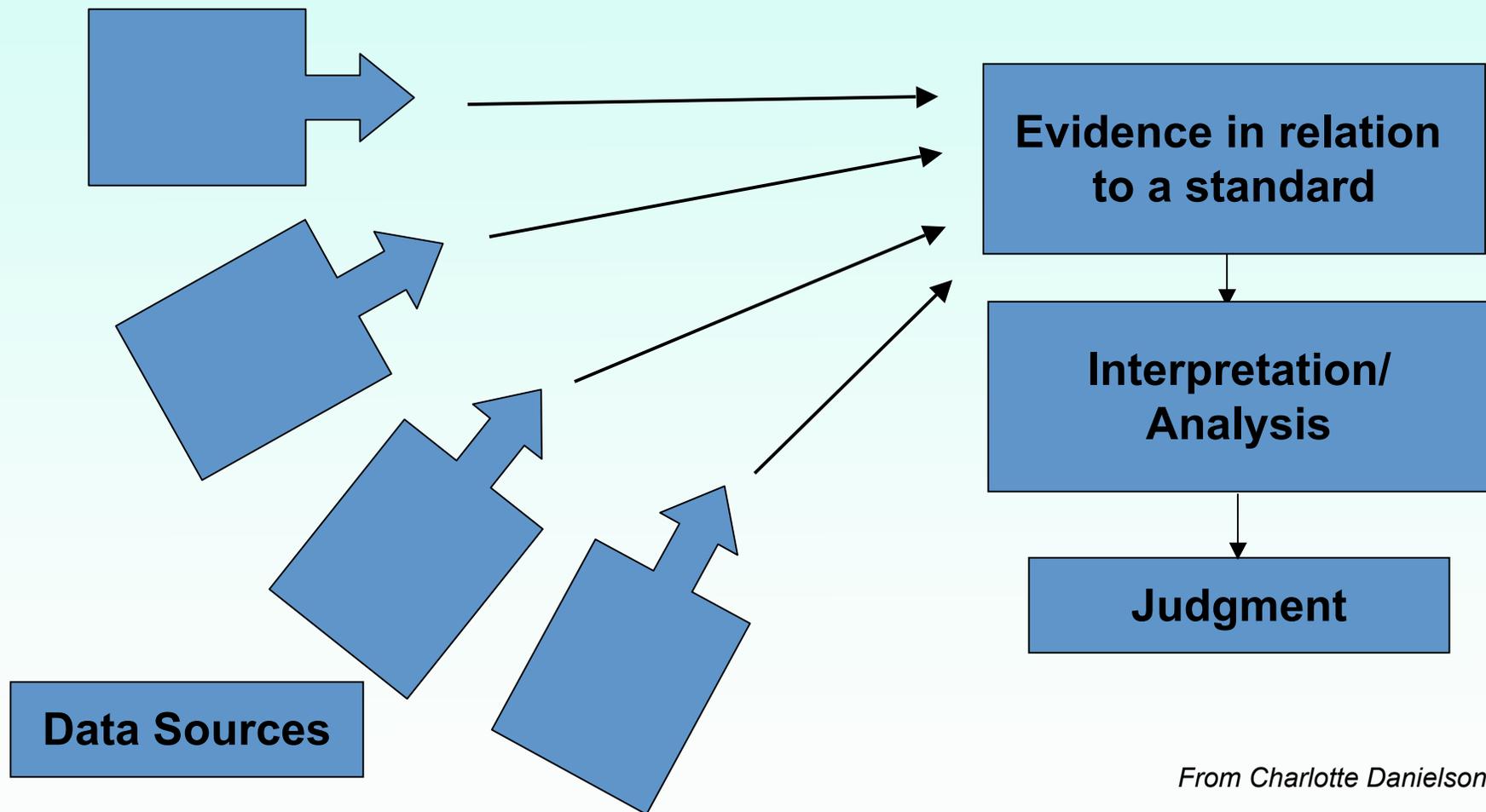
- “Without data, all anyone has are opinions. Data elevates the probability that you’ll make the right decision.”
- *W. Edwards Deming*
- “Data provides the power to make good decisions, work intelligently, work effectively and efficiently, change things in better ways, know the impact of our hard work, help us prepare for the future, and know how to make our work benefit all children.”
- *Victoria L. Bernhardt*

Teachers Establish a Respectful Environment for a Diverse Population of Students

Teacher:

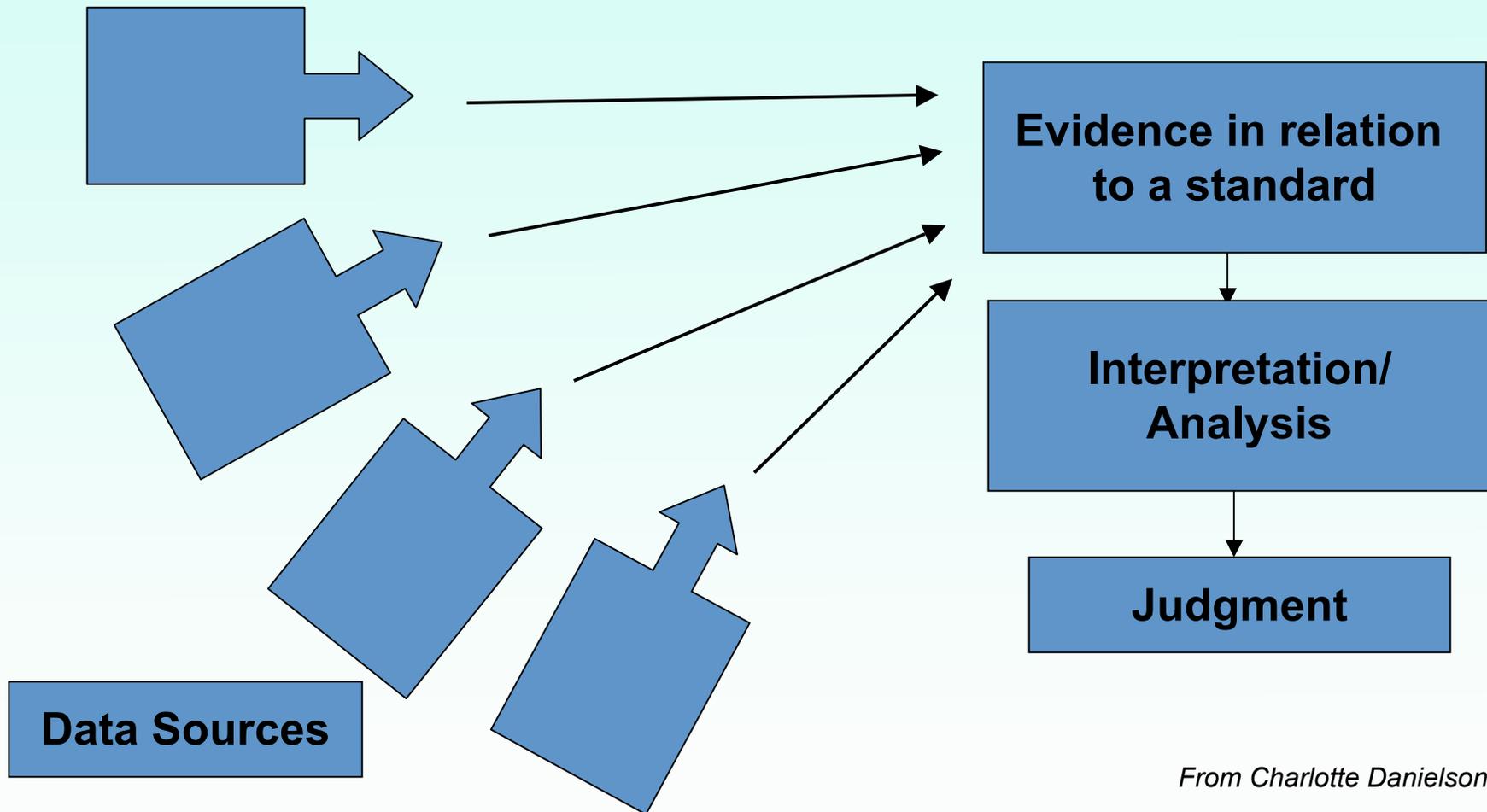
- Provides an environment in which each child has a positive, nurturing relationship with caring adults
- Embraces diversity in the school community and in the world
- Treats students as individuals
- Adapts teaching for the benefit of students with special needs
- Works collaboratively with the families of significant adults in the lives of their students

Treats students as individuals



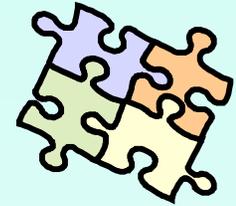
From Charlotte Danielson

Adapts teaching for the benefit of students with special needs



From Charlotte Danielson

Using Multiple Data Sources in the Supervision of Teaching and Learning



Standards for the Teaching Profession.

1. Demonstrate Leadership

- Grade level and department meetings
- Variety of groupings and assignments
- Standards posted

2. Respectful Environment

- Parent newsletters
- Observed teacher & student interactions
- Differentiated instructional strategies noted in lesson plan

3. Know the Content

- Daily and long range lesson plan
- Displays, posters, bulletin boards

4. Facilitate Learning

- Observation of sequential instruction
- Student work & homework products
- Differentiated instructional strategies noted in lesson plan

5. Reflect on Practice

- Grades and assessment data
- Evidence of formative assessment

7th Grade Class Profile

Stu#	Student Name	ELL Level	Title 1 Y/N	RSP Y/N	GATE Y/N	State %ile	Reading Level	Writing Level	Math Level
1		L 3	Y	N	N	13	Below	Below	Below
2		L 3	Y	N	N	13	Below	Below	Below
3		L 3	Y	N	N	10	Below	Below	Below
4		EO	Y	Y	N	10	Below	Below	Below
5		L 3	Y	N	N	4	Below	Below	Approaching
6		RFEP	Y	N	N	31	Approaching	Approaching	Below
7		RFEP	Y	N	N	32	Approaching	Approaching	Approaching
8		RFEP	Y	N	N	44	Meets	Meets	Approaching
9		L 3	Y	N	N	22	Below	Below	Approaching
10		L 3	Y	N	N	26	Below	Below	Below
11		L 3	Y	N	N	25	Below	Below	Approaching
12		L 3	Y	N	N	23	Below	Below	Below
13	Rita	L 3	Y	N	N	30	Approaching	Below	Below

Who are the students?



1.) *How many?*

English Language Learners (ELLs): _____

English Only (EO): _____

Resource Specialist (RSP) (Special Ed. Mainstreamed): _____

Gifted and Talented (GATE): _____

2.) Look at standardized test scores. How many students are in each quartile?

Reading: Q1 _____ Q2 _____ Q 3 _____ Q4

3.) Look at benchmark assessment data. How many students are at each level?

Reading: below _____ approaching _____ meeting _____ exceeding _____

Writing: below _____ approaching _____ meeting _____ exceeding _____

Math: below _____ approaching _____ meeting _____ exceeding _____

What are Their Learning Needs?

- What might be the implications for *establishing a respectful environment* for this class?
- What questions have been prompted as a result of your analysis of these data?
- Given the profile of this class, which elements of this standard might be a focus for your next observation?

Lesson Observation

Establish a Respectful Environment for a Diverse Population of Students

Elements of the Standard	Evidence of teaching and learning	Questions for teacher self-analysis
<i>Provides an environment in which each child has a positive, nurturing relationship with caring adults</i>		
<i>Embraces diversity in the school community and the world</i>		
<i>Treats students as individuals</i>		
<i>Adapts teaching for the benefit of students with special needs</i>		
<i>Works collaboratively with the families and significant adults in students' lives</i>		

Giving Feedback

1. Base your feedback on **observable evidence**.
2. Reinforce evidence of effective practice.
3. Be **specific** rather than general.
4. Describe rather than evaluate
5. Note the **impact** of the teacher's behavior on the students.
6. Attend to the teacher's stated needs or **area of focus**.

Language That Supports Learning

What will serve you...

- An approachable voice
- Acceptance, empathy
- Open ended questions
- Plural forms (goals, possibilities)
- Present tense (How do you...?)
- Positive presuppositions
- Inquiries frames with tentativeness



The Language of Supervision

Probing through:

- Paraphrasing
- Clarifying
- Interpreting

Paraphrasing

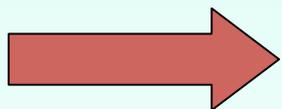


Communicates that the listener has...

HEARD

UNDERSTOOD and

CARES



Paraphrasing involves restating or summarizing.

Stems:

So,...

What I hear you saying...

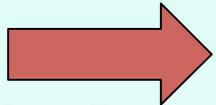
Clarifying



Communicates that the listener has...

HEARD what the speaker said,

BUT does NOT fully UNDERSTAND what was said.



Clarifying involves ASKING A QUESTION (direct or implied) to... gather information, get clarity, develop a focus, etc.

Stems:

- *Would you tell me a little more about...?*
- *Could you give me an example of...?*

Focused Observation

What do you hear and see?

Teacher	Students

Analysis of Student Work

Describe expectations for student work

Far Below	Approaching	Meeting	Exceeding

1. Select samples for analysis: *one student, group or class*.
2. Sort samples into four piles.
3. Describe the performance of a selected student from each group.
4. What do the identified students need in order to advance.
5. What patterns or trends can inform next steps?
6. How will you differentiate instruction to move students' forward?
7. What resources or personnel might support you?

Examining the Continuum

Establishing a respectful environment
for a diverse population of students

- Developing
- Proficient
- Accomplished
- Distinguished
- Not Demonstrated

Self-Assessment Summary

Strengths	Standard	Growth
	Demonstrate leadership	
	Establish a respectful environment for a diverse population of students	
	Know the content they teach	
	Facilitate learning for their students	
	Reflect on their practice	

Planning the Post-Observation Conference

Analyze the data in relation to this teacher's practice using the Post-Observation Conference Planning Form.

1. Acknowledge effective practice
2. Select an area for growth
3. Establish desired outcomes
4. Pose questions to facilitate self-reflection & analysis
5. Prepare suggestions

Mediational Questions



CHAI

Help the teacher...

COMPARE & CONTRAST what was planned with what happened.

HYPOTHESIZE what might happen

ANALYZE what worked and what didn't

IMAGINE possibilities

Stems:

What criteria do you use to...? How do you decide...?

What would it look like if?

How is it different from (like)...?

Instructional Language



By **seeking permission** to provide direct instruction, the supervisor honors the adult's control over learning.

Would you like more information about...?

Would it be helpful if we spent time looking at...?

Stems:

A couple of things to keep in mind...

Some teachers have tried... it might work for you.

Sometimes it's helpful if...

Suggestions as Questions



- Apply to future teaching or the teacher's practice in general
- Keep it in the present tense
- Evidence or lack of evidence tied to standards leading to improved practice
- Prioritized to most critical need
- May be discussed later after reflection and thought

Suggestions as Questions Practice

Which one is most powerful?

“The class was not engaged while on student shared her book for five minutes.”

“How could the student who was sharing her book involve the rest of the class in her presentation?”

“How do students who speak in front of the class engage the rest of the class in their presentations?”

Suggested question stems

“How is... different from...?” “How do you decide...?”

“What would happen if...?” “What criteria do you use to...?”

Be careful, questions can come off as sharp criticisms.

“Why...?” can prompt a defensive response.

Conferencing Protocol

Pre-Observation Conference

- Clarify goals and context
- Evidence of student achievement
- Strategies chosen
- Focus for data collection

Post-Observation Conference with Analysis of Student Work

- Summarize impressions of lesson
- Recall data to support impressions
- Analyze student work
- Share observation data
- Draw conclusions
- Reflect and plan to move forward

Post Observation Conference Planning

Teacher: _____ Date: _____

Grade/Class _____ Lesson: _____

**What did you observe? To what do you want to draw attention?
What questions might you pose? What instructional coaching might you provide?**

Effective Practices Observed:	Area(s) of Growth:
Outcomes for conference (linked to a standard):	
Circumstances to consider:	
Questions to pose / Suggestions to make:	

Conference Observation

Teacher _____ Observer _____ Supervisor _____

Conference Protocol	Supervisor's questions/prompts/suggestions	Teacher's questions/ prompts/insights
Ask the teacher to summarize impressions of the lesson		
Ask the teacher to recall data to support those impressions		
Analyze the student work (Use Analysis Form)		
Analyze the observation data together		
Help the teacher synthesize learnings, draw conclusions and set next steps		
Reflect on the process and propose refinements		

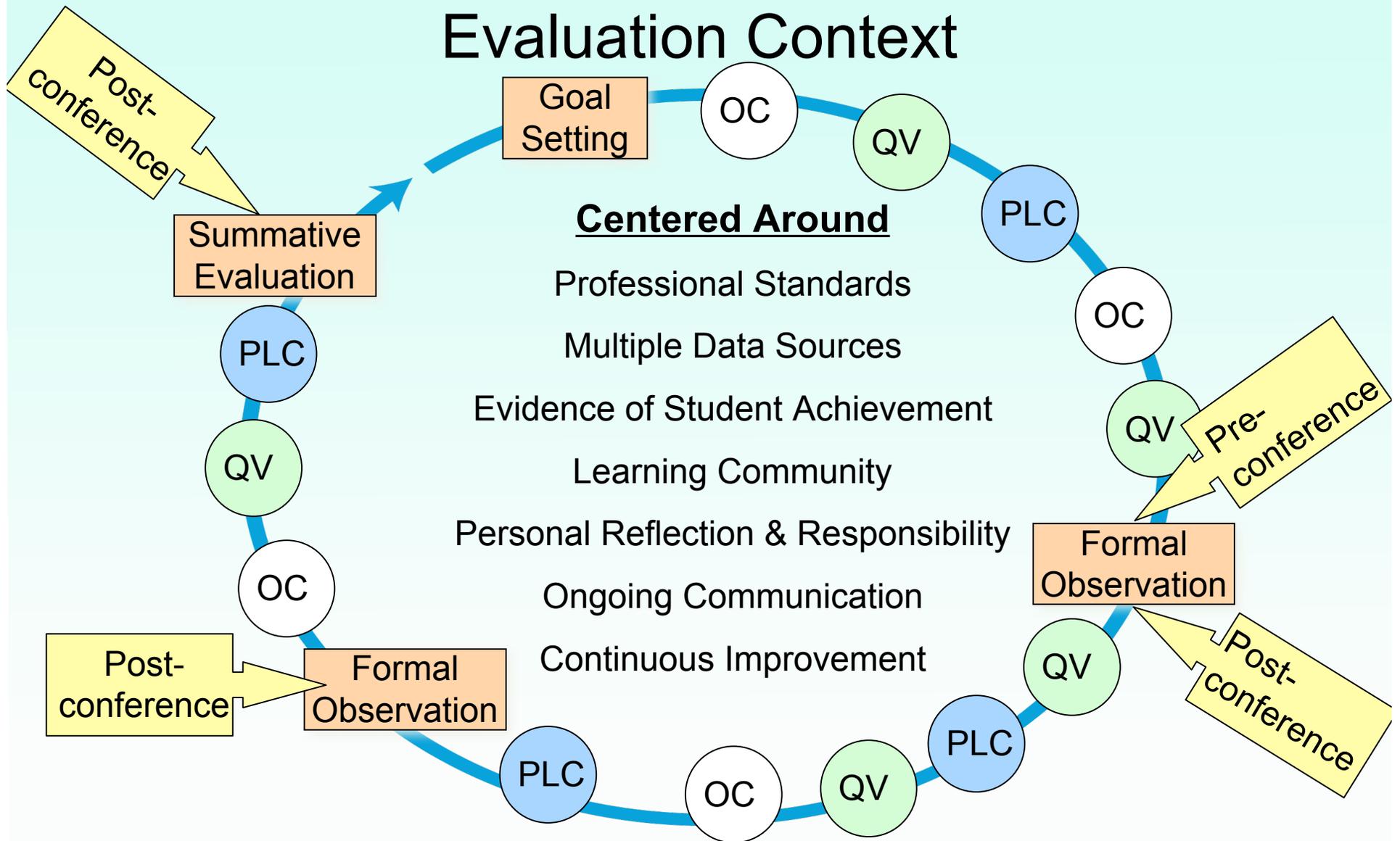
The Quick Visit

1. Frequent
2. 5-7 minute observation
3. Unannounced
4. Collect specific data
5. Analyze data and give written feedback

Rationale for the Quick Visit

- Gather data
- Communicate that the classroom is the priority
- Frequent, short observations can be powerful
- Make use of the pivotal role of principal in shaping the school culture
- Create opportunities for collaborative conversations
- Give feedback that helps a teacher reflect on his/her best practices
- Observe the implementation of all school programs

Formative Supervision in a Traditional Evaluation Context



Elements of the “Quick Visit”

CONTENT: What are the students learning?

NCPTS: Teachers Know the Content They Teach

ALIGNMENT: How does this learning connect to standards?

NCPTS : Teachers Facilitate Learning for Their Students

NCPTS: Teachers Know the Content They Teach

STRATEGIES: What are the students and teacher doing?

NCPTS : Teachers Establish a Respectful Environment for a Diverse Population of Students

IMPACT: How does it maintain student interest and attention?

Describe the impact of the strategy on students

Classroom Visit Guidelines

- Your visits should be welcomed by teachers & students as an opportunity to share their classroom with you
- Body language is positive and supportive
- Greet the teacher-- eye contact and a smile
- Sit in an unobtrusive spot
- Focus on what the teacher and students are *doing*—*look engaged*
- Maintain a pleasant demeanor
- Take notes unobtrusively
- Walk around as appropriate looking at student work
- Engage with students as appropriate
- Observe evidence of learning displayed around the room
- Leave with a smile and a quiet thank you to the teacher

Observation DATA



CONTENT: What are the students learning?

-
-

ALIGNMENT: Does it match grade level standards?

-
-

STRATEGIES: What are the students and teacher doing?

-
-

IMPACT: What is the impact of these strategies on student learning?

-
-

Walk the walls...

Areas to reinforce:

Areas to pose for refinement and reflection:

Written Feedback

- Each note is an opportunity to shape the instructional program and learning environment
- Build on what's working → give meaningful, specific data
- Be strategic
- Avoid judgments
- Finish up with a “Thank you!”

A Note:

Suggestions or questions that imply criticism can create a defensive reaction when left in a note. Save suggestions for collegial conversations or observation conferences.

Written Feedback for Quick Visits

1. Provide the **content**
2. Include **alignment** to standards
3. State the **effective practice** observed
4. Give supporting **evidence** and details about **impact**
5. Finish off with Thank you!

To: John

From: Mary

Date: 5/2/08

During my visit I observed:

- 1) Students were working in partners making predictions about how factors of light water and touch would effect plant growth.
- 2) This is a grade level science activity.
- 3) You articulated clear goals for students by telling them what they would learn and posting outcomes.
- 4) Students frequently referred to the charts outlining their activity. This helped them stay on task.

Thank you!

More Written Feedback

To: *Teacher*

From: *Principal*

Date: *9/12*

During my visit I noticed:

Students were learning about the causes of the Revolutionary War. Recording their ideas on a mind map, they interrelated the political context with scientific, educational and social issues of the day. You also asked students to draw comparisons with their lives. We know that learning is facilitated when students connect new learning to what they already understand as well as to their personal experiences. Thanks!

One More Written Feedback Note

To: *Teacher*

From: *Principal*

Date: *9/12*

During my visit I noticed:

Students were practicing proving that triangles are congruent by using the corresponding parts of congruent triangles (GLS: Geometry 5.0). Students were working in pairs while you circulated answering questions and prompting. This kept students focused and kept students on the right track. I appreciate your warm yet firm manner with students. Thanks!

Observation DATA



Teacher: _____ Date: _____

CONTENT: *What are the students learning?*

-
-
-

ALIGNMENT: *Does it match grade level standards?*

-
-
-

STRATEGIES: *What are the students and teacher doing?*

-
-
-

IMPACT: *What is the impact of these strategies on student learning?*

-
-
-

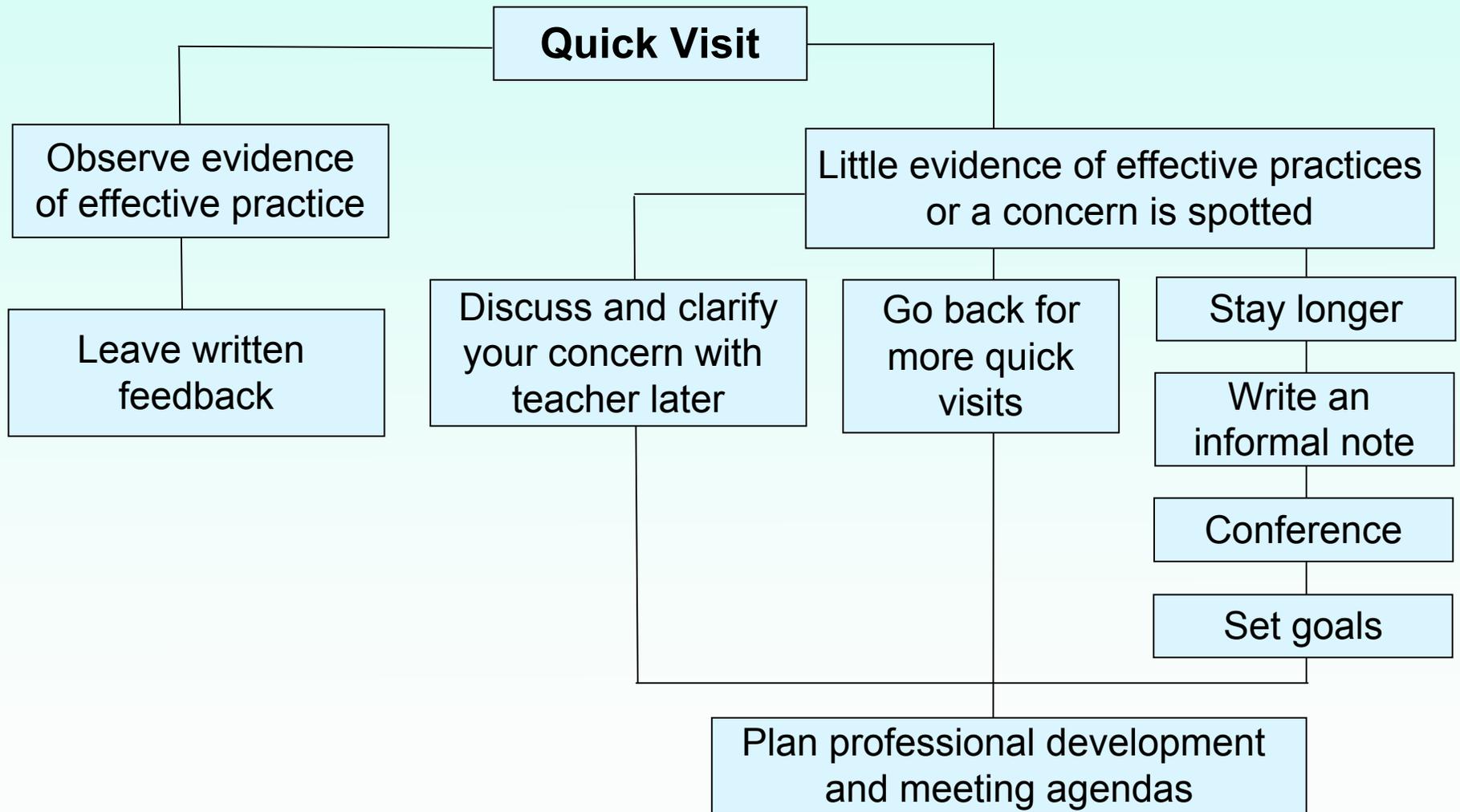
Write a Note to the Teacher

- **Content:**
 - a) Students were revising their essays on the causes of the Civil War.
- **Alignment:** S.S. 11th Grade. Comp. 3
- **Strategy – Effective practice & Evidence**
 - b) You were involving students in assessing their own learning... (NCSTP 4h)
 - c) ...by asking them to use the rubric to mark areas of success and areas for improvement.
- **Impact:**
 - d) The rubrics provided them with the scaffolding to be successful in their task.

Quick Visit Notes

DATE	TEACHER	CONTENT What are the students learning?	STRATEGIES How are they learning?	ALIGNMENT Grade and student level? Match standard?	WRITTEN FEEDBACK RE:

If you spot a concern...



What is a Concern?

- It is grounded in evidence
- It is tied to a standard
- It is an assessment made by the supervisor
- It is an opportunity for growth in an area in which the teacher is blind or resistant

When might a supervisor need to raise the concern directly?

Communicating Concerns Directly

- The best place is often in the context of ongoing conversations.
- A stand-alone conversation may be appropriate. Be careful not to start sharing a concern at the time you make an appointment. This can lead to an unplanned, poorly conducted conversation.
- Set a collegial and supportive tone to the conversation. *“We’re both here for the success of students and the school—and we can problem-solve together.”*

Communicating Concerns Directly: A Protocol

1) Opening

- **Let** the teacher know that the meeting is to discuss a concern and to problem solve.
- **Reassure** the teacher that the reason for the supervision process is to provide support.

2) Explain the concern

- **State** the concern and provide evidence.
- **Acknowledge** the teacher's feelings and provide the opportunity for questions or comments.

3) Plan next steps

- **Summarize** or clarify the area for growth.
- **Create** a plan for next steps and write it down.

4) Closure

- **Close** by asking for feedback about the conference
- **Suggest** a follow-up meeting.

Communicating Concerns Directly: Conference Planning

OPENING

- **When a concern is raised during a conference, stop the flow of the conference, and let the teacher know that you would like to address the issue. OR... Let the teacher know that the meeting is to discuss a concern and to problem solve.**

“What you have just described has raised a concern that I’d like to take some time to discuss.”

“The reason I asked you to meet with me is that I have a concern about . .

- **Reassure the teacher that the reason for the supervision process is to provide support.**

“It’s my role to communicate openly with you and to support you as a professional.”

Communicating Concerns Directly: Conference Planning

EXPLAIN THE CONCERN

- **Clearly state the concern and provide evidence. Use school goals, district standards describe standards of professional practice. Seek understanding of the concern from the other points of view.**

“My concern is that . . . because . . .”

“The following comments have been made by students, parents, colleagues . . .”

- **Acknowledge the teacher’s feelings and provide the opportunity for questions or comments.**

“Do you have any questions or comments?”

“How do you feel about what I’ve shared?”

Communicating Concerns Directly: Conference Planning

PLAN NEXT STEPS

- **Summarize or clarify the area for growth.**
 - “ So, your goal would be . . . ”*
 - “ So if you could . . . then . . . ”*
 - “ Let’s restate your goal . . . ”*
- **Create a plan for next steps and write it down. Ask the teacher to take the lead. Share in the process, restating as needed in the language of professional standards.**
 - “Let’s talk now about next steps. What steps might you take . . . ?*
 - “How would it be if . . . ?” “What do you think about . . . ?*

Communicating Concerns Directly: Conference Planning

CLOSURE

- **Close by asking for feedback about the conference.**

“It’s not easy when concerns are raised . . . I really appreciated . . .”

“What is some feedback you can give me about this conference and our future work together?”

- **Suggest a follow-up meeting.**

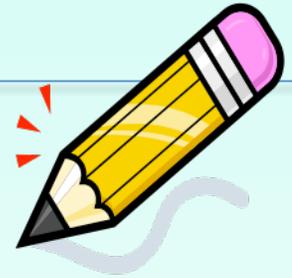
“Let’s meet in two weeks to discuss progress.”

“I’d like to visit your classroom so I can support you.”

“Please feel free to stop by and let me know how things are going

CCD – Coaching Conversation Observation Note Taking Sheet

- Opening
-
- Explain the concern
-
- Acknowledge teacher's feelings
-
- Plan next steps
-



Case Study

Pick someone you have a good relationship with and has potential for growth.

- Background of Teacher
- Grade level
- Years of teaching
- Areas of strength
- Challenge areas
- Observation data
- Concerns

Structured Inquiry Protocol

Step One: 5 minutes

“A” provides background about the case study

- His/Her strengths and weaknesses
- History of the supervision relationship
- Interpersonal dynamics between the case study and supervisor
- What does “A” want to get out of this structured inquiry?

Structured Inquiry Protocol

Step Two: 3 minutes

“B” and “C” paraphrase what they’ve heard to be the key elements or issues and ask concrete, closed-ended, clarifying questions. “A” responds.

Structured Inquiry Protocol

Step Three: 5 minutes

“B” and “C” have a conversation with one another while “A” listens, takes notes, and quiets the inner voice. “B” and “C” might:

- Acknowledge “A’s” work and potential
- Share their own thinking
- Pose questions that probe deeply, provoke thinking
- Question underlying assumptions
- Consider new possibilities
- Make suggestions (posed as possibilities and framed with tentativeness)

Structured Inquiry Protocol

Step Four: 7 minutes

Partners engage in a three-way dialogue.

Pause and Reflect

What are three changes in practice you can commit to implementing as a result of our time together?

Share with a colleague.