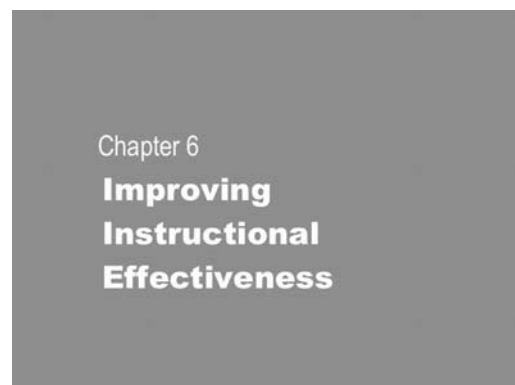


SLIDE 133: CHAPTER 6**Participant's Guide Page:**

PG 6.3

Facilitator Support:

Approximate time for Overview of Chapter 6 activity: 4-Day or 5A Schedule—10 minutes; 5B Schedule—20 minutes

Approximate time for Chapter 6: if 4-Day or 5A Schedule—3.5 hours; if 5B Schedule—7 hours

KEY POINT**Overview of Chapter 6**

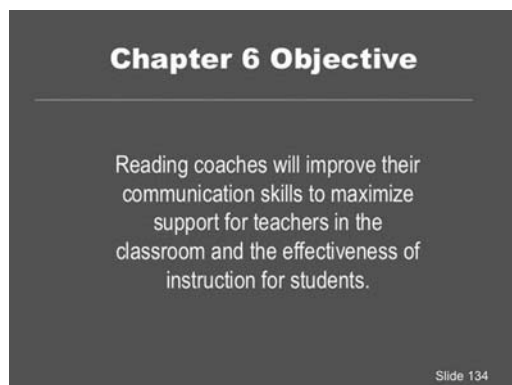
Say: *"Let's use a vocabulary strategy to familiarize ourselves with Chapter 6, Improving Instructional Effectiveness. Take the next ten minutes to find the underlined words in Chapter 6, skim how each word is used in context, then read the definition in the glossary. The glossary is located at the end of the Participant's Guide immediately before the Sources section. Let's try one together."*

Model the process above by locating the first underlined word on page PG 6.5, *communication*. Read the sentence that contains the word communication. Read the definition of communication in the glossary (page PG 9.4).

The participants will proceed to the next word, *trust*, and continue on their own.

Discuss for 5 minutes, asking participants to share how this exercise improves vocabulary and orients them to the next topic of discussion.

SLIDE 134: CHAPTER 6 OBJECTIVE



Participant's Guide Page:

PG 6.5

KEY POINT

Chapter 6 Objective

- Refer to Chapter 6 Objective.
- Discuss the Coaching Objectives Orientation chart by noting how many red, yellow, and green marks showed up for this objective.

SLIDE 135: COMMUNICATION



Handouts/Materials:

Vocabulary Word Wall—Communication

Participant's Guide Page:

PG 6.5

KEY POINT

Why Communication?

- For a coach, the ability to present oneself, listen, understand, empathize, and share information effectively with colleagues is the communication skill level essential for success.

DEFINITION

- **Communication:** Exchange of thoughts, messages, or information, using speech, signals, writing, or behaviors; interpersonal rapport.

SLIDE 136: SPEAK TO ME



Handouts/Materials:

Vocabulary Word Wall—Trust
Reading-related incentives
15 one-step direction slips

Participant's Guide Page:

PG 6.5

Facilitator Support:

Remind 3 pre-selected members not to follow directions
Approximate time for Speak to Me activity: 4-Day or
5A Schedule—15 minutes; 5B Schedule—20 minutes
Note that activity is not in PG; it's a listening activity

KEY POINTS

Nonverbal Communication

Process & Practice Activity: Speak to Me

- Divide participants into two groups.
- Have members of one group select out of a hat a slip of paper with one-step directions. Examples: Walk out the door. Sit in a chair. Pick up a book. Draw a circle. Skip around the room. Sing "Row, Row, Row Your Boat."
- Members of this group will pair with a member of the group without the directions.
- Members with the directions will communicate to their partner the one-step direction without using any words.
- The pair may return to their seats when the direction is successfully communicated and completed.
- Allow 10 minutes.
- Pre-select three members and ask them NOT to follow the directions even if they understand what their partner is trying to communicate.
- Discuss first with those who completed the activity successfully. Then let those who could not communicate the directions share their frustrations.
- Reveal to three members the prior directions not to cooperate. Discuss how this erodes trust. Total discussion for 4-Day or 5A schedule—5 minutes, 5B schedule—10 minutes.
- Give these participants a reading-related incentive.

DEFINITION

- **Trust:** Reliance on the integrity, strength, ability, surety, etc., of a person or thing; confidence.

SLIDE 137: CLEAR THE AIR



Handouts/Materials:

Sticky notes, Questions poster

Participant's Guide Page:

PG 6.6

Facilitator Support:

Approximate time for Clear the Air activity: 4-Day or 5A Schedule—20 minutes; 5B Schedule—30 minutes

KEY POINT

Process & Practice Activity: Clear the Air

- Ask participants to read the three statements on page PG 6.6 and record their first response in the space provided.
- Discuss judgments, biases, and personal perspectives.
- Pose the following question and discuss: As passionate as you are with your bias toward education, would it be possible that other perspectives also influence your opinions?
- If following Schedule 5B use the remaining 10 minutes to complete the Talking It Over activity below.



TALKING IT OVER

What steps have participants used to move from their personal biases? What areas do they still struggle with?

SLIDE 138: NONVERBAL PRESENTATION TIPS

Nonverbal Presentation Tips

- Sit so there is no barrier between you and your peer
- Face the other person directly to communicate engagement
- Maintain an open posture
- Sit forward slightly as you speak and listen
- Maintain the right intensity of eye contact
- Practice relaxed alertness

Slide 138

Handouts/Materials:

Vocabulary Word Wall—Nonverbal Communication

Vocabulary Word Wall—Relaxed Alertness

Live TV show or selected video

Participant's Guide Pages:

PG 6.6–7

Facilitator Support:

Approximate time for You Don't Say activity: 4-Day or 5A schedule—5 minutes; 5B schedule—8 minutes

KEY POINTS

Tips for Nonverbal Presentation

- Nearly two-thirds of all meaning in any social situation is derived from nonverbal cues (Swanson, 1995; Jensen, 1996).

Process & Practice Activity: You Don't Say

- Ask participants to view the live TV show or selected video clip for three minutes.
- As participants watch, ask them to analyze the interaction for the use of nonverbal communication.
- Ask participants to record the specific nonverbal messages they observe, paying close attention to the eyes, face, head, gestures, touch, posture, and proximity of each person.
- Discuss for 5 minutes, asking participants to share their observations.

DEFINITIONS

- **Nonverbal Communication:** Use of movements or positions of the hand, arm, body, head, or face that express thought, emotion, or opinion.
- **Relaxed Alertness:** A listening technique used by an effective communicator to display a state of calm, acceptance, and concern.

SLIDE 139: CREDIBLE VS. APPROACHABLE VOICE



Handouts/Materials:

Vocabulary Word Wall—Credible Voice

Vocabulary Word Wall—Approachable Voice

Participant's Guide Page:

PG 6.7

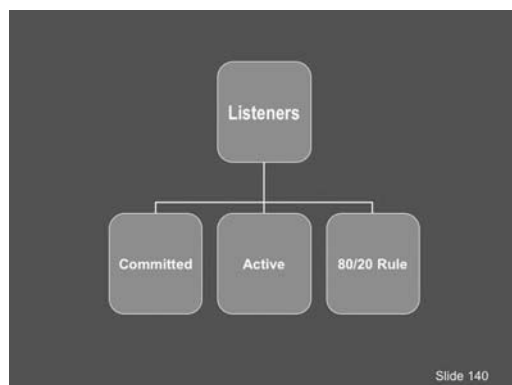
KEY POINT

Compare and Contrast a Credible Voice with an Approachable Voice

DEFINITIONS

- **Credible Voice:** Used to gain attention and give directions; characterized by a limited range of modulation and a tendency to go down in intonation at the end of a sentence.
- **Approachable Voice:** As used in coaching, has a wider range of modulation and a tendency, at times, to rise in inflection at the end of a sentence; promotes open dialogue.

SLIDE 140: LISTENERS



Handouts/Materials:

Vocabulary Word Wall—Committed Listener

Vocabulary Word Wall—Active Listener

Vocabulary Word Wall—80/20 Rule

Participant's Guide Page:

PG 6.7

KEY POINTS

Define *Committed Listener*

Define *Active Listener*

Define *80/20 Rule*

DEFINITIONS

- **Committed Listener:** Characteristic of an effective communicator who helps people think more clearly, work through unresolved issues, and discover their own solutions; often involves listening beyond what people are saying to the deeply held beliefs and assumptions that are shaping their actions.
- **Active Listener:** Characteristic of an effective communicator who reinforces, empathizes, and accepts what is being said.
- **80/20 Rule:** Effective communicators listen 80% of the time and speak the other 20%.

SLIDE 141: COACHES LISTEN



Participant's Guide Page:

PG 6.8

Facilitator Support:

Approximate time for Can You Hear Me Now activity: 4-Day or 5A Schedule—20 minutes; 5B Schedule—25 minutes

Note that activity is not in PG

KEY POINTS

Importance of Listening

Process & Practice Activity: Can You Hear Me Now?

- Listening is one of the most fundamental action skills in the coaching process.
- Ask participants to review their responses to the Clear the Air activity on page PG 6.6.
- Participants should select a partner to communicate with about their responses. Each partner will have an opportunity to share.
- The partner not sharing needs to be actively listening.
- Allow 10 minutes.
- Discuss the activity and ask participants to share their active listening experience.

SLIDE 142: QUESTION TYPES



Handouts/Materials:

Vocabulary Word Wall—Reflective Response

Participant's Guide Pages:

PG 6.8–10

Facilitator Support:

Approximate time for Do You Have a Question activity: 4-Day or 5A Schedule—10 minutes; 5B Schedule—15 minutes

KEY POINTS

Communicating through Questions

Demonstrate *Reflective Response*

- Knowing the right question to ask at the right time is the mark of a talented coach.
- One goal in coaching is for teachers to take responsibility for their own learning and growth.
- Questioning should follow the interests and direction of thought of the teacher being coached.
- If the coach waits after asking a question, or after the teacher gives an answer, the silence communicates respect for the teacher's reflection and results in a higher order response.

Process & Practice Activity: Do You Have a Question?

- Ask participants to read the scenario on page PG 6.10 and generate questions to practice this communication skill.
- Allow 5 minutes if following 4-Day or 5A schedule, 10 minutes for 5B.
- Discuss for 5 minutes, asking participants to role-play their questions.

DEFINITION

- **Reflective Response:** Nonjudgmental and concise feedback that verifies a speaker's emotional state and helps the speaker become more aware of the feelings a situation is generating.

SLIDE 143: COMMUNICATING



Handouts/Materials:

Vocabulary Word Wall—Acknowledging

Vocabulary Word Wall—Paraphrasing

Vocabulary Word Wall—Clarifying

Participant's Guide Pages:

PG 6.8–10

KEY POINTS

Define *Acknowledging*

Demonstrate *Paraphrasing*

Define *Clarifying*

Discuss Providing Data

Discuss Reflective Responding

DEFINITIONS

- **Acknowledging:** Responding without making judgments; receiving and recognizing what the speaker says, which communicates that the other person's ideas have been heard.
- **Paraphrasing:** Rephrasing a statement in an attempt to focus on the teacher's ideas, not the coach's interpretation of those ideas. A well-crafted paraphrase communicates a coach's attempt to understand the teacher and value what he or she has to say. A paraphrase also establishes a relationship between people and ideas.
- **Clarifying:** Response to a listener's uncertainty by providing more precise information.

SLIDE 144: TELL IT LIKE IT IS



Handouts/Materials:

Vocabulary Word Wall—Rapport

Vocabulary Word Wall—Feedback

Participant's Guide Pages:

PG 6.11–12

Facilitator Support:

Approximate time for Communicating Through... Statements activity: 4-Day or 5A Schedule—20 minutes; 5B Schedule—30 minutes

KEY POINT

Process & Practice Activity: Communicating through Non-Evaluative, Objective Statements (Resource 6.1)

- Ask participants to rewrite the statements of opinion on page PG 6.11 so they are non-evaluative, objective statements.
- Allow 10 minutes if following 4-Day or 5A schedule, 20 minutes for 5B.
- Have participants role-play for 10 minutes, making the statements both ways;
 - Review by making some statements with a credible voice or approachable voice;
 - Review by asking what questions these statements might prompt. Practice asking open-ended, high-gain questions; and
 - Discuss how rapport can be enhanced or destroyed by how the feedback is delivered.

DEFINITIONS

- **Rapport:** Relationship that embodies mutual trust or emotional affinity; also, comfort with and confidence in someone during an interaction.
- **Feedback:** A purposeful reaction or response to a particular process or activity.

SLIDE 145: APPROACHING CHANGE



Participant's Guide Page:

PG 6.12

Facilitator Support:

Approximate time for How Do You Prefer...activity: 4-Day or 5A schedule—5 minutes; 5B schedule—10 minutes

Approximate time for Talking It Over: 5 minutes

KEY POINTS

Video Clip (2:19)

Teachers' Reflections

- Using non-evaluative, objective statements and maintaining rapport are key communication tools to encourage teachers to explore possible solutions to improve student learning.
- As participants view the clip, ask them to listen to what teachers say about how they prefer to be asked to step outside their comfort zones. Ask participants to record approaches they currently use on the left side of the chart on page PG 6.12 and those they would like to use on the right.
- Suggested break.



TALKING IT OVER

Compare how teachers' comments about how they want to learn something outside of their comfort zone compares to the recommended strategies of explicit, systematic, and supported instruction.

SLIDE 146: GROUP COACHING



Handouts/Materials:

Vocabulary Word Wall—Synergy

Vocabulary Word Wall—Upward Momentum

Participant's Guide Page:

PG 6.13

KEY POINTS

Group Communication

- Stress how coaching groups is the same as coaching individuals—creating relationships that expand participants' capacities to grow and produce results.

Advantages of Group Coaching

The process is different from that of a meeting.

The group process includes:

- Discovering barriers to growth;
- Setting and achieving goals;
- Reflecting deeply;
- Collecting and analyzing data; and
- Assisting group members in maximizing talents.

DEFINITIONS

- **Synergy:** Combined efforts of two or more elements that enhance the overall effect or result.
- **Upward Momentum:** Positive impetus; as teachers within the group make progress toward their goals, contagious momentum; a powerful catalyst for those who may move at a slower pace, because no one wants to be left behind.

SLIDE 147: GROUND RULES FOR GROUPS



Participant's Guide Pages:

PG 6.13–15

Facilitator Support:

Approximate time for Moving a Group into a Team activity:
4-Day or 5A Schedule—15 minutes; 5B Schedule—30 minutes

Approximate time for Group Coaching Scenario: 4-Day or 5A
Schedule—5 minutes; 5B Schedule—10 minutes

KEY POINTS

Key to Group Coaching

Discuss Group Ground Rules

Process & Practice Activity: Moving a Group into a Team

- Ask participants to reflect on the chart on page PG 6.14. Between each description of a group and a team is a blank space. Ask participants to place a check in the space to reflect where their school is located on this continuum.
- Allow 10 minutes if following 4-Day or 5A Schedule, 15 minutes for 5B Schedule.
- Discuss for 5 minutes if following 4-Day or 5A Schedule, 15 minutes for 5B.

Process & Practice Activity: Group Coaching Scenario

- Ask participants to read the scenario on page PG 6.15 and in the space provided, record how they would respond.
- Ask for a volunteer to share.

SLIDE 148: TRUST



Participant's Guide Page:

PG 6.15

KEY POINTS

Importance of Trust

- The success of coaching depends on creating a safe environment.
- Without trust, the relationship will not support the changes teachers attempt to make.

Trust Busters

- Presuming a level of commitment that the teacher does not have.
- Acting as if no commitment is necessary from the coach.
- Failing to state in a mutually clear way the intended outcomes and the potential obstacles to their realization.
- Once lost, trust is even more difficult to cultivate.

SLIDE 149: HANDLING RESISTANT TEACHERS



Participant's Guide Page:

PG 6.16

KEY POINTS

Teachers Who Resist Coaching

- School-based and district administrators play an important role in supporting a coach by making clear that the evidence-based instructional strategies are a priority for all teachers.

Video Clip (5:24)

- As participants view the clip, ask them to reflect on situations at their school where these strategies may be beneficial.
- Ask participants to record their responses in the space on page PG 6.16.

SLIDE 150: PERSPECTIVES ON RESISTANCE

Strategies for Handling Teacher Resistance

- Work first with willing teachers
- Use large-group activities
- Check in regularly with reluctant teachers
- Promote peer collaboration

ALL teachers are expected to be involved in the program and to participate in activities to improve student reading outcomes

Slide 150

Participant's Guide Pages:

PG 6.16–17

Facilitator Support:

Approximate time for Meeting Preparation Form: 4-Day or 5A Schedule—10 minutes; 5B Schedule—15 minutes

KEY POINTS

Strategies for Handling Teacher Resistance

Perspective on Resistance

- Remind yourself that all behavior is motivated by what are, from the other person's point of view, positive intentions.
- To coach without manipulation, you must change the way you see a reluctant teacher.

Meeting Preparation Form (Resource 6.2)

- Ask participants to think about a teacher at their school who is currently resistant. Have participants complete the Meeting Preparation Form on page PG 6.17 with this teacher in mind.
- Allow 5 to 10 minutes.

SLIDE 151: RESOLVING CONFLICT



Participant's Guide Page:

PG 6.18

KEY POINTS

Communication During Conflict

- Learning, growing, and cooperating are goals for resolving conflicts.

Discuss Three R's of Conflict: Recognizing, Responding, Redirecting

Review Resolving Conflict Chart

SLIDE 152: RESOLUTION REVOLUTION



Handouts/Materials:

Vocabulary Word Wall—Group Norms

Participant's Guide Pages:

PG 6.19–21

Facilitator Support:

Approximate time for Coaching Role-Play: 4-Day or 5A Schedule—10 minutes; 5B Schedule—15 minutes

Approximate time for Review Conversation Starter: 4-Day or 5A Schedule—10 minutes; 5B Schedule—15 minutes

KEY POINTS

Process & Practice Activity: Coaching Role-Play

- When open and productive disagreements take place, the coach has succeeded in creating a safe environment.
- Disagreements are ideal opportunities for learning.
- Ask participants to divide into groups of three. One person will role-play the principal, one will role-play the coach, and the third will be the observer.
- The principal and coach will role-play for 5 minutes based on the scenarios found on pages PG 6.19 and PG 6.20.
- The observer should take notes as directed on page PG 6.19.
- Discuss for 5 minutes within your triads.

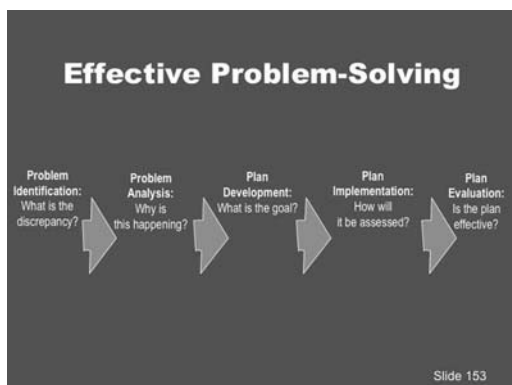
Review Conversation Starter (Resource 6.3)

Define *Group Norms*

DEFINITION

- **Group Norms:** Standards, models, or patterns of behavior that are regarded as typical.

SLIDE 153: EFFECTIVE PROBLEM-SOLVING



Participant's Guide Pages:

PG 6.22–23

KEY POINTS

Effective Problem-Solving Process

- The ultimate goal of coaching is self-directed learning, which means the ability to:
 - Self-manage;
 - Self-monitor; and
 - Self-modify.
- The chart is taken from Hasbrouck & Denton, 2005.

Effective Problem-Solving

- Ask participants to give you a problem.
- Remind them they will be part of a team to apply the effective problem-solving process.
- Demonstrate the process.

SLIDE 154: PROBLEM SOLVED



Handouts/Materials:

Slips of paper numbered Teacher 1–8 and Coach 1–8

Participant's Guide Pages:

PG 6.24–25

Facilitator Support:

Approximate time for Problem Solving: Coaching Role-Play:
4-Day or 5A Schedule—20 minutes; 5B Schedule—
30 minutes

KEY POINT

Process & Practice Activity: Problem-Solving: Coaching Role-Play

- Ask participants to complete the conversations in each of the scenarios on pages PG 6.24–25.
- Select 16 participants to draw slips from a hat. Eight slips will be separately labeled Teacher 1 through 8; eight will be labeled Coach 1 through 8. Pairs will then role-play the conversations. Remaining participants will give feedback.

SLIDE 155: LEARNING CENTERS



Participant's Guide Pages:

PG 6.26–27

Facilitator Support:

Approximate time for Learning Centers: 30 minutes or 7 minutes per station if following 4-Day or 5A schedule; 80 minutes or 20 minutes per station if following 5B

KEY POINT

Review of Chapter 6

- Address any questions from Chapter 6 remaining on the Questions poster.

Learning Centers

- Ask participants to turn to pages PG 6.26–27 to review the learning center options.
- Model the use of a center management board, adjusting schedule and groups at the centers based on the total number of participants.

CHAPTER 6 VOCABULARY WORD WALL

Communication

Trust

Nonverbal Communication

Relaxed Alertness

Credible Voice

Approachable Voice

Committed Listener

Active Listener

80/20 Rule

Reflective Response

Acknowledging

Paraphrasing

Clarifying

Rapport

Feedback

Synergy

Upward Momentum

Group Norms