Instructional Coaches Retreat - Agendas & Notes
January 9th, 2024

AGENDA	
TIME	**ACTIVITY**
8:30 AM 9:30 AM	ARRIVAL & SETTLING IN
9:30 AM 10:00 AM	Opening - TBD ● Graffiti Wall - What does it mean to be a coach? ● [Head, Heart, & Hand](#)

10:00 AM
10:40 AM
	Coaching Moves - Text Review
	[3 Steps to great Coaching](#) & [Coaching Moves - Diane Sweeny](#)
	1. **Connect:** Share your thoughts with your One Dove partner
	    a. One idea that resonates with you
	    b. One question you have
	    c. One idea you'd like to discuss further
	2. **Share out:** Each duo shares out one thing that they'd like to bring to the group to discuss
	3. **Looking ahead:** What does this mean for the UD coaching model? What is the UD coaching model?

10:40 AM 12:45 PM	**Promising Practice Share-out** **Purpose:** To address common challenges and learn how others are addressing those challenges **Process:** Each team/individual will share out a promising practice, 5 rounds, 25 minutes/round

Star - Goal Setting	Marissa & Tricia - PD Cycle	
TeRoy - Data Dive	Lela - Check-ins	Christian - Observation System

[5 minutes] Framing
- Name the challenge
- Participants reflect on how this challenge shows up in their work
- Popcorn a few responses

[10 minutes] Presenter shares the practice
- **Share the context:** Describe the practice. What artifact(s) can you share with participants?
- **Share the background/purpose:** What need did or challenge did this practice address? What was your goal for teacher/coach learning?
- **Implementation:** Was implementing the practice successful? What went well? What could have gone better? How did it change along the way? Where did staff/students get stuck? How did you navigate that?
- **Challenge:** How has this practice helped you address the challenge?
- **Moving forward:** How might you develop this practice over the next few years?
- **Question/Request for feedback:** If you have anything specific that you'd like feedback, share it with the group.

[10 minutes] Discussion and Q&A

[5 minutes] Closing Round Robin

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	- What are you walking away thinking about? What lingering questions do you have?
12:45 PM 1:30 PM	**LUNCH**
1:30 PM 2:30 PM	**Consultancy Protocol** 	Star - Connecting to Values Coaching	Lela - Responding to the emotional stress of staff	 **[5 minutes] Framing** **[5 minutes] Clarifying and Probing Questions** **[15 minutes] Participants discuss the dilemma** **[5 minutes] Presenter reflects**
2:45 PM 3:15 PM	**CLOSING** ● **Written Reflection:** What did you learn? What did you hear from others that you want to hold on to? What are you walking away thinking about? ● **Share-out: WOKS -** *Wondering, Ouch, Keeper, or Shout-out*

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Student-Centered Coaching Model:

We read and discussed two pieces of research on coaching, [3 Steps to Great Coaching](#) & [Coaching Moves by Diane Sweeny](#), and landed on the following ideas and questions.

Ideas	Questions
- Support teachers/coaches to **set student-centered goals** - Build teacher/coach **capacity to reflect**: - Send *check-in questions in advance* *Listen* to how teachers/coaches are responding *Model* reflecting and help them to *slow down* (Occasionally) **Record teachers/coaches** instead of observing and telling, so that they can see - Start with recording *best practices* - Try with one *willing teacher/coach* *Get meta* - have a clinic where teachers and coaches act as students - Model being student-centered by **noticing individual/small groups of students** and asking follow-up questions (e.g. "why do you think ___ was happening?") - Create **purpose-driven cycles** that **focus on student outcomes** and **use assessment data**	- How do we support those who are <u>unaware</u> of what they need to work on? - How do we help them <u>prioritize</u> between their goals and goals from admin? - How do we <u>start student-centered coaching</u>, when goals are currently based on admin evaluations?

Promising Practices and Challenge

We each shared a promising practice from our toolbox. We also considered ways we might support our coachees with uncovering their value and purpose. See this [Instructional Coaches Toolbox Folder](#).

Coach/Material	Notes
Star - [Goal Planning with coachees](#)	- Brings care, trust, and investment into the coaching model and thus enables coachees to be more open and willing to hear feedback - Use something similar with students - Share the questions in advance

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	• Consider revisiting periodically • Finalize with one-word that reminds them of their goals
Lela - Speddie Digital Check-in	• Promotes wellness • Gathers data on coachee's wellbeing in a quick and efficient way • Use this to tailor coaching conversations • Do this once a trimester
TeRoy - Data Dives	• Engage team in small groups (by league or content area) • Share questions in advance • Consider what data might be useful to see • Do 1-2x/trimester
Christian - Weekly Schedule Coaching cycle Master Planner	• The Weekly Schedule: Focuses on one-coachee a day and maps out what a typical day/week might look like blocking out time for the coach to prepare and reflect • The Coaching Cycle includes a pre and post observation conversation • The Master Planner is a note catcher for the Instructional Coach to document interactions and includes all crucial documents at the top
Tricia & Marissa Model Classroom Checklist Best Practices PD Series: -Internal Planning Notes - External PPT	• In this PD Series, facilitators broke-down the different parts of the model classroom checklist and created a PD session on each • Used best practices from actual and current UD teachers as models • Participants engaged with materials and/or model teachers • Participants had time to digest and consider how to integrate ideas

Next Steps:
1. Try one idea you heard (from the articles and/or from each other)
2. Ask school leaders and directors to read the articles and discuss with Instructional coaches: (At April Retreat!)
   a. How we might build our practice to include student-centered purpose driven coaching cycles?
   b. How can we leverage coaching to be based on both evaluations and student outcomes?

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3. Teach Teachers and coaches how to be a league leader (on Leadership's radar)
   a. What does it mean to be a facilitator?
   b. What is the goal of this time together?
4. Connect Coaches and Teachers so that they better understand one another's role. What goes into a SBYD session? What does a task based curriculum look like? (Consider using a Press Conference format) (Maybe coaches could design this)