

SWUC Superintendents Agenda

April 12: 1:00-2:00

Please Read

- Chapter 9 in *the Coach's Craft*, Developing an Action Plan
- <https://www.edutopia.org/blog/5-strategies-creating-mission-driven-learning-community>
(Explore some of the articles within the article. Be ready to share what stood out to you.)

- 1:00-1:15 *How have you applied what we have been learning to working with your principals?*

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- *What worked well for you?*
 - *What challenges did you face?*
 - *What do you want to learn more about today?*
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- 1:15-1:30 *Negotiating Conditions of Satisfaction*
 - 1:30-1:50 *Launching Learning Communities*
 - 1:50-2:00 *What have you learned? What commitments are you making to yourself and to your principals*
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The Coaching Cycle—The heart of your work

Critical to the success of any coach is the actual coaching session and processes used through that session whether coaching individuals or groups. All organizations promote consistent approaches to this work so that coaches develop a common vocabulary and process that achieves the intended outcomes.

This coaching cycle mirrors the Learning Forward Cycle of Continuous Improvement. Coachees set goals for themselves based on the district's vision and innovations, the self-assessment, the needs of the teachers served, and the needs of the school. The cycle engages people in developing new skills prior to their using them in their school and it ends with a short-term commitment and a willingness to bring back artifacts to the next session that reflect their learning.

These questions are in no particular order. Add your own questions as you coach each other or those principals you serve. Remember the real questions come from your listening and they are most authentic. All our work focuses on the learner—the principal.

Setting the stage for the learning	What exciting accomplishments do you want to share with me? What are you excited about today? Remember that today, we said at our last coaching session we would focus on . . . Do you still want to spend time on that outcome?	What questions would you add that have worked well for you
Reflecting on progress	What have you accomplished since last we met?	

	<p>Last time we were together you set a goal for this week to . . .; What has happened with that work since last we met?</p> <p>What new aha's are you having as a result of your data analysis? Talk to me about each teacher's results on each standard we are targeting? What growth have you seen? With which students?</p> <p>What celebrations are in order in that data?</p> <p>What challenges did you face? How did you overcome them?</p> <p>In what ways have the data analysis accelerated your principals' intentionality in leading learning teams? How are the data from their own going, common assessments in alignment with what we are learning through their assessments used to scaffold learning for students?</p> <p>Show me the data teacher by teacher, student by student, standard by standard?</p> <p>What evidence do you have to support your claim?</p>	
Establishing a goal and agenda for the coaching session	<p>What do we want to learn or do well by the end of our session today? What will that look like? What new</p>	

	<p>skills do you want to learn or own in the next 3 weeks?</p> <p>How is this goal connected to the goal we set 3 weeks ago?</p> <p>What goal have you been thinking about for our session today? What would you be really happy about if we did accomplish that well? Let's see how clear we can be and how precise our descriptions can be.</p> <p>Let's think about our time; how will we use it? Let's set an agenda so that you achieve your goal.</p>	
<p>Doing the work-- Practicing, practicing, practicing</p>	<p>Let's do it. You are about to work with this challenging team. Where will you start? What will be your first words? Do it for me right now.</p> <p>Will your conversation with . . . as you just did it with me get you the results you set out to achieve? Do you want to practice again.</p> <p>O.K. my assessment is that that was a little weak; what do you think about being a little more forceful? What would that feel like? Let's try it!</p>	

Planning implementation	<p>Let's work a plan: when are you going to schedule the first meeting? How? What will you do next? Talk me through your logic model?</p> <p>What details do you need to add to it to be clear about your steps?</p>	
Getting commitment	<p>O.K we have a who, what, when plan of action. What are you committing to do between now and when we meet again next month? What will you bring back to reflect your progress on this goal?</p> <p>To what degree are you excited about the possibilities of this going well?</p>	
Celebrating the learning	Wow! What are you really excited about???	

The Dance—Negotiating Conditions of Satisfaction

- What does it mean to develop conditions of satisfaction?
- What questions would allow you to be sure that the commitments other make are meaningful and meet your expectations?
- Let's practice:
 - Think of a commitment you have made to one of your partners.

- Host a conversation about that commitment? What does it look like when it is kept?
- Be clear about who, when, why, how and to what level of quality.
- Let's share out. What stands out to you?

How to start a learning community:

How to create a winning professional learning community

1. Educate your team on what a PLC really means. Show Learning Forward videos to people. Discuss the attributes of a learning community. Be sure to focus on the LEARNING part.
2. Review the cycle of continuous improvement. Give examples.
3. **Start with learning.** Begin with the data? What do we know about our students? What do they struggle with? What do we need to learn together to ensure they are successful?
4. Embrace a **collaborative culture built on trust.** (Read the chapter on Trust in *Becoming a Learning System*.) Be sure people feel safe to try new things, to speak their ideas without fear of being put down. Embrace everyone's uniquenesses and let them know they are valued and so are their ideas.
5. Decide together how things should run. Be sure to start with meaningful **norms**. Just using someone else's norms just does not work. Norms are meant to address issues teams have that lead to their not working well together.
6. Set SMART goals. You've got this!
7. Consider bringing in outside help. This is usually not necessary. Be sure to use the cycle of continuous improvement and purposeful learning designs in stages 3 and 4 and people will grow naturally into a learning community.
8. Know that these things take time. Enjoy the journey.

