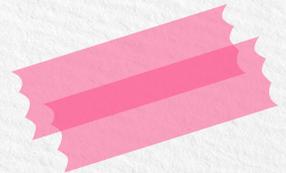
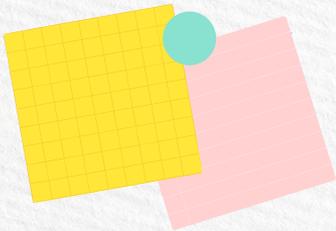


# Instructional Coaching Workshop Session 3



Presenter: Kitty Crawford



# Check-In



1

PRETTY  
GOOD!



2

Meh.



3



4



# Session Goals



01

Book Talk &  
Open Dialogue  
The Hidden Culture

02

Teacher Skill/Will  
Matrix

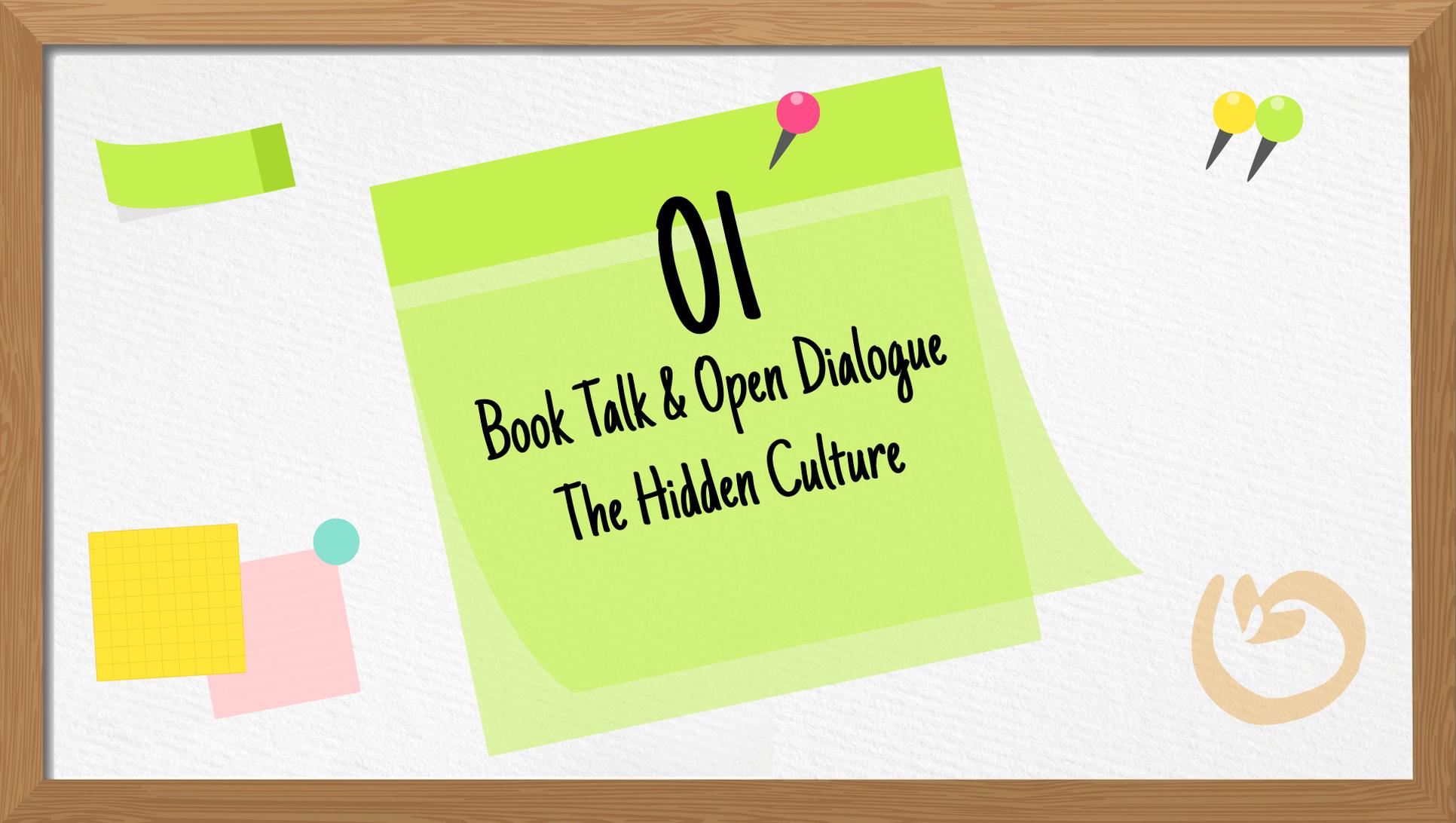
03

Scenario Time:  
Let's Apply

04

Coaching Tip of  
the Day &  
Homework





01

Book Talk & Open Dialogue  
The Hidden Culture

# Book Talk & Open Dialogue

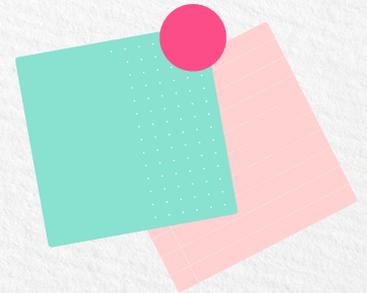
- Turn & Talk (online participants, use the chat box)
- ◆ Discuss your reactions and ideas that stood out to you as you read The Hidden Culture chapter.
- ◆ Discuss an idea you want to try (or have already tried!)
- ◆ What connections could you make to your teachers? Administrators?





# Book Talk & Open Dialogue

- Now, consider your responses to Table 3.1 on page 44 and discuss what you're noticing with teachers at your school in relation to the types of faculty members.



# Book Talk & Open Dialogue

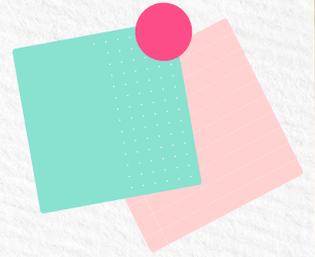
- On one sticky note, write about your **most rewarding teacher** at your school and label the teacher using the terms from page 43. Please do not use names.
- On your other sticky note, write about your **most challenging teacher** at your school using the terms from page 43. Please do not use names.
- Place your sticky notes on the charts. Online participants, click the link below and add digital sticky notes to this [Jamboard](#).



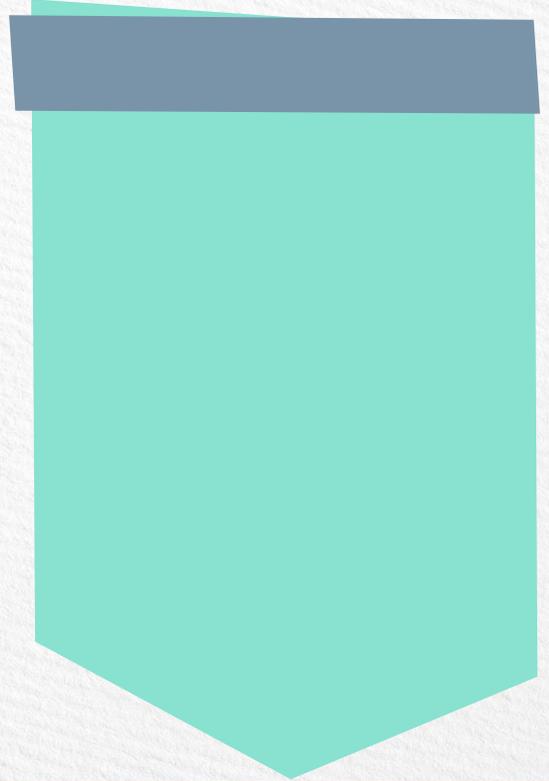
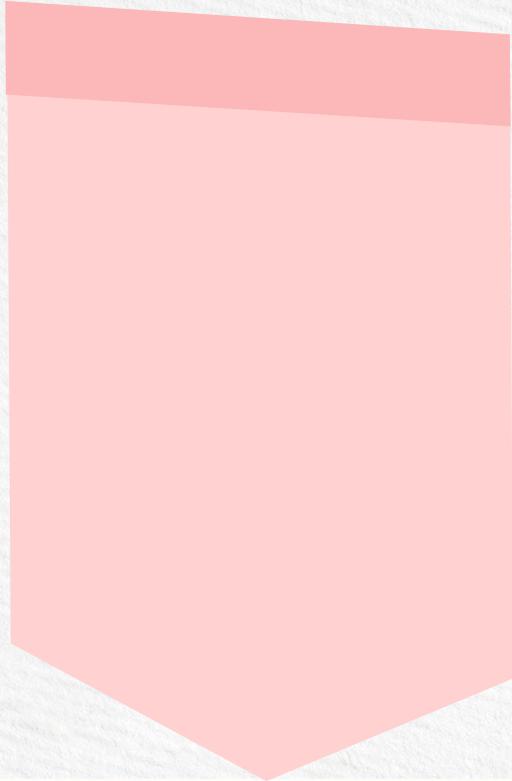
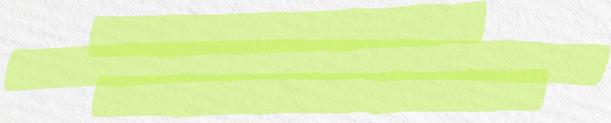


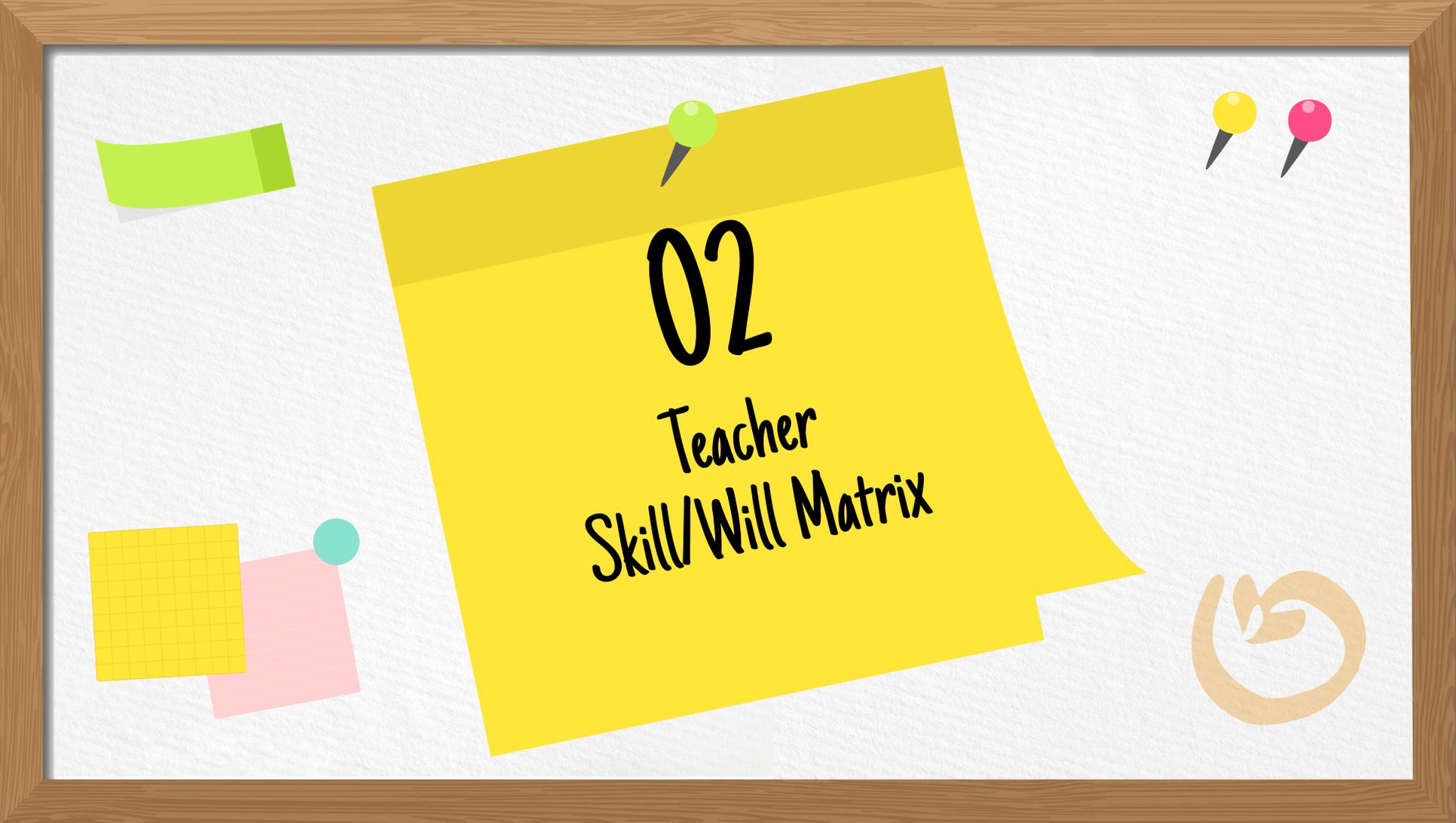
Let's Discuss!

# Now, Let's Troubleshoot!



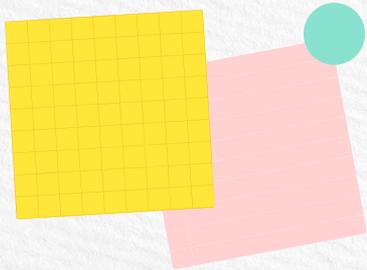
- Face to face participants, turn and talk. Virtual participants, use the chat box.
- Consider our most rewarding teachers. What are some ways they can best serve as schools? Think of some concrete ideas.
- Now, consider our most challenging teachers. What are some ways they can best be coached/supported? Think of some concrete ideas.





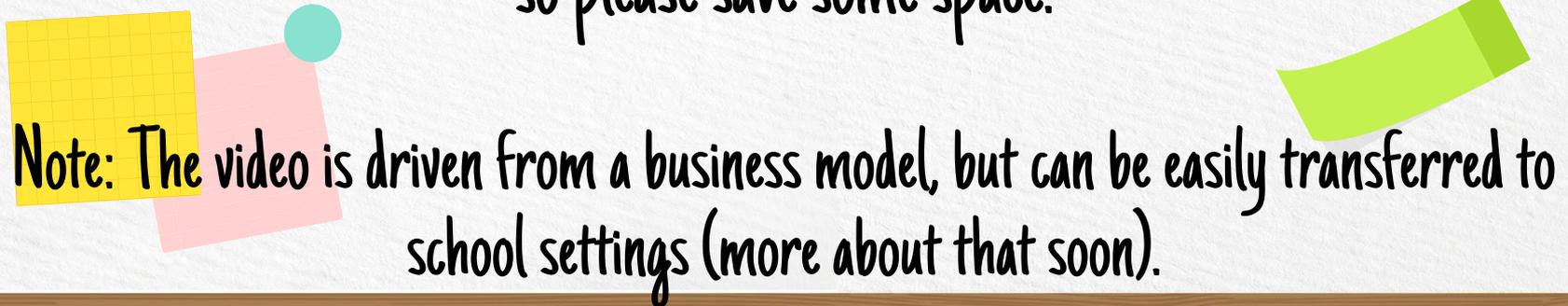
02

Teacher  
Skill/Will Matrix



Let's watch a video. While you watch, jot down specific teachers at your school (use initials!) on your graphic organizer. Consider how you are already supporting each teacher and consider new ways.

We'll continue adding to this graphic organizer in the next part of this session, so please save some space.



Note: The video is driven from a business model, but can be easily transferred to school settings (more about that soon).

High Will/High Skill Teachers

High Will/Low Skill Teachers

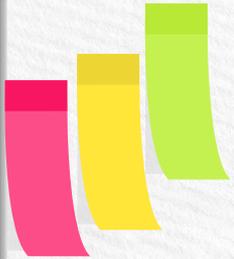
Low Will/High Skill Teachers

Low Will/Low Skill Teachers

## Skill/will matrix

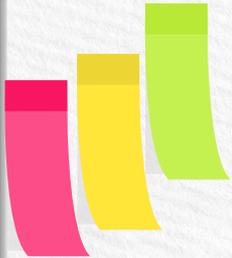


As we move through each type of teacher on the Will/Skill Matrix, complete the graphic organizer as you discuss specific strategies to use for each of the teacher types.



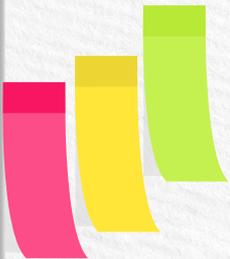
# High Will/High Skill Teachers

- ★ Strong curricular and pedagogical understandings
- ★ Tapped in by leaders to mentor and train new/novice teachers
- ★ Cooperative during staff meetings, but can get impatient with what they consider “fluff”
- ★ Share materials/ideas with other teachers
- ★ Have high expectations for students and provide rigorous instruction



# High Will/High Skill Teachers

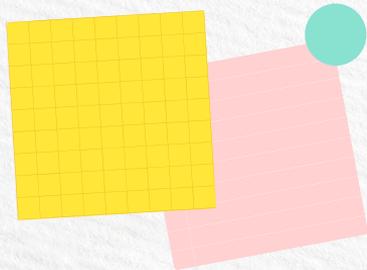
- ★ Have minimal classroom management issues
- ★ Avoid the teachers' lounge or other places where people may complain
- ★ Work independently for the good of the school and students
- ★ Have good relationships with students and colleagues
- ★ May take on additional work for the best interest of students



## Turn, Talk, and Jot

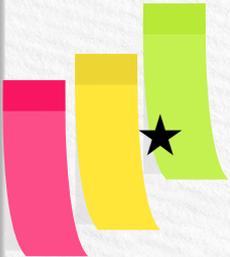
What are some strategies to use with these types of teachers?

Online participants, use the chat box to discuss and record ideas.



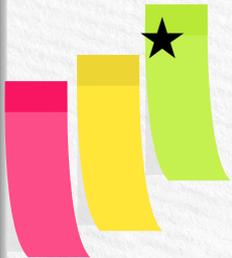
# High Will/Low Skill Teachers

- ★ Attend faculty meetings and trainings on time and participate enthusiastically
- ★ Tend to struggle with classroom management
- ★ Create lesson plans focused on activities vs. mastery objectives
- ★ May not fully understand the scope/sequence of the curriculum and/or developmentally appropriate practices
- ★ Lesson plans look good on paper but fail in implementation



# High Will/Low Skill Teachers

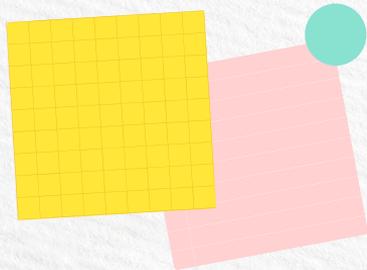
- ★ Invite leaders to their classrooms for feedback
- ★ Stay after school and during lunch to work with students
- ★ Have difficulty anticipating elements of lessons that may be confusing
- ★ Allow students to pull them off track or engage in side discussions
- ★ May take feedback personally and get discouraged



## Turn, Talk, and Jot

What are some strategies to use with these types of teachers?

Online participants, use the chat box to discuss and record ideas.



# Low Will/High Skill Teachers

- ★ Blame parents and blame students
- ★ Resistant to feedback and refuse to take ownership for problems
- ★ Resent reflective conversations/unwilling to be reflective
- ★ May have high content/pedagogical knowledge but may not implement those practices effectively with all students
- ★ Tend to undermine new initiatives



# Low Will/High Skill Teachers

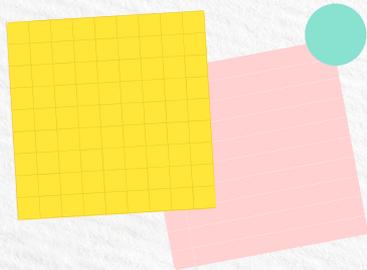
- ★ Negatively contribute to meetings
- ★ Complain during professional development activities (“we already know this” or “this is nothing new”)
- ★ Have low expectations for students
- ★ Spend a lot of time denying or shift blame
- ★ May struggle with relationships with students



## Turn, Talk, and Jot

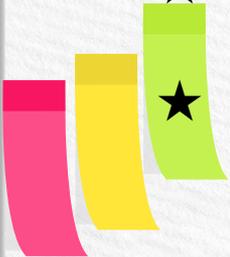
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Online participants, use the chat box to discuss and record ideas.



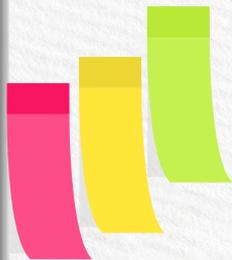
# Low Will/Low Skill Teachers

- ★ Show up late to meetings and professional development sessions and contribute very little, if anything to discussions
- ★ Last ones in the building, first ones out
- ★ Do not seek out professional development activities
- ★ Use the same lesson plans year after year
- ★ Spend their planning period socializing or running errands



# Low Will/Low Skill Teachers

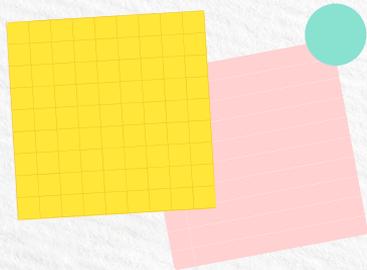
- ★ Are resistant to feedback (resistance can be passive)
- ★ Focus on coverage of content, rather than mastery
- ★ Give excuses on instructional shortcomings
- ★ Fail to anticipate elements of planned lessons that will be confusing to students



## Turn, Talk, and Jot

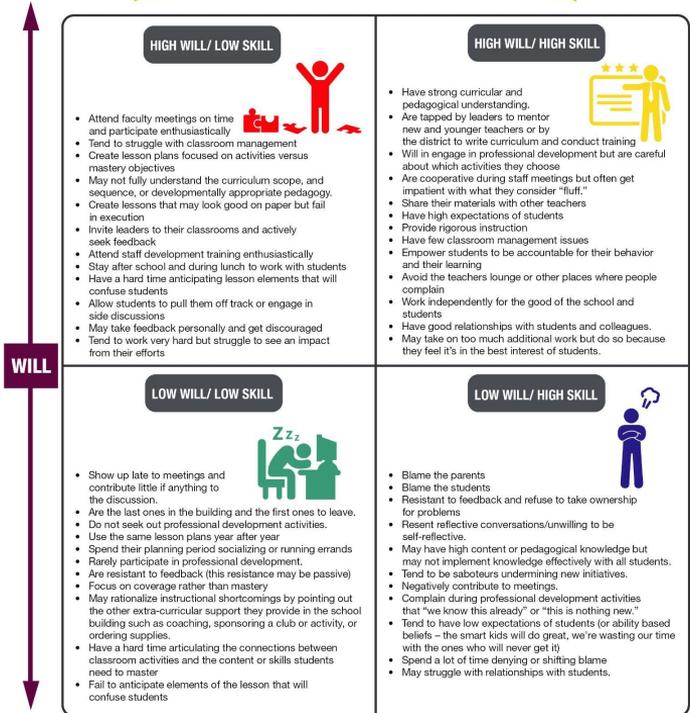
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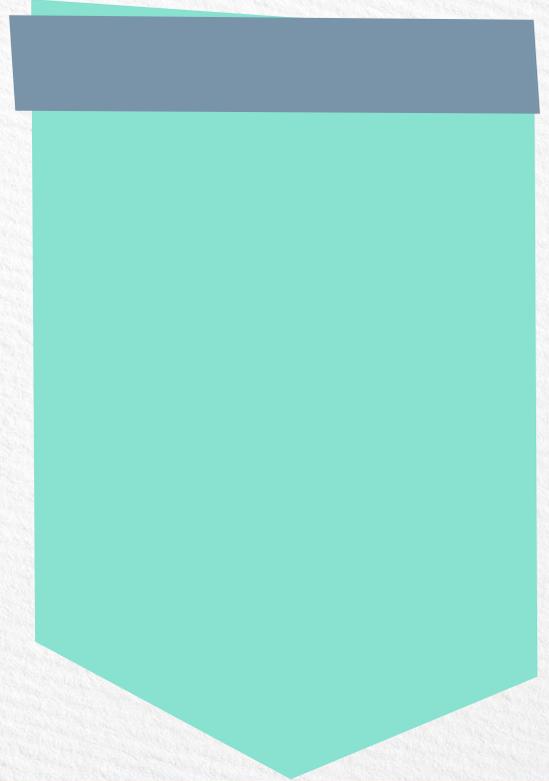
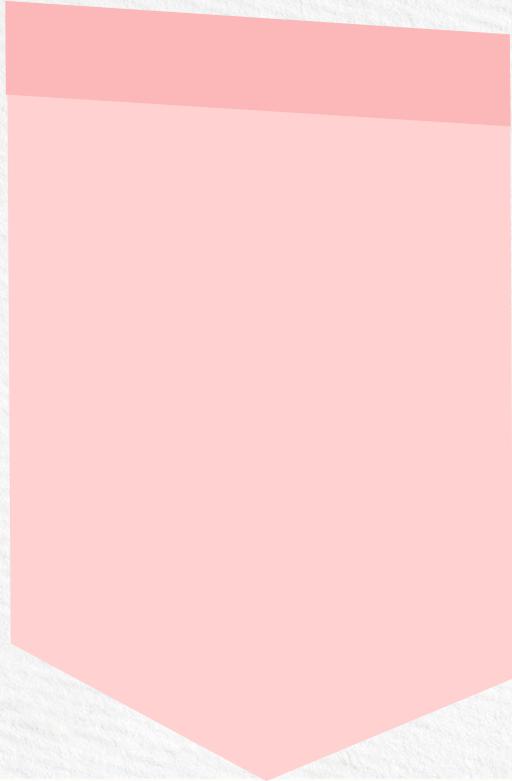
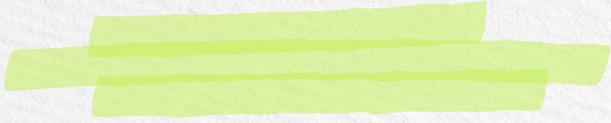
# Helpful Handout

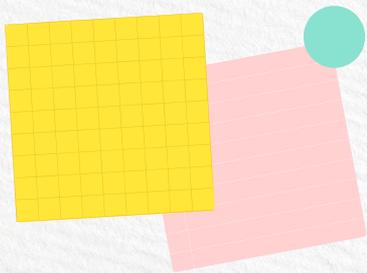
## THE FOUR TYPES OF TEACHERS



WILL

SKILL



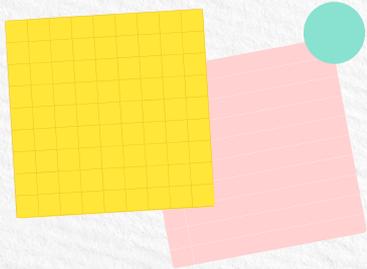


# Scenario Time!



Let's look at some scenarios.

After we read each scenario on the next slides, be ready to turn and talk/discuss in the chat box ideas for how to address the issue or concern.



# Scenario 1: New Teacher



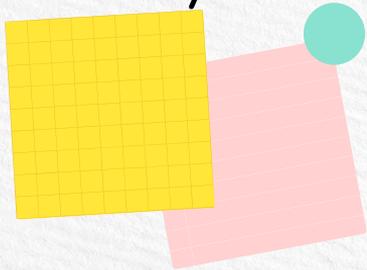
You have a new teacher who is doing okay in his first year, but is really stressed and thinks that things are much worse than what is actually happening. Much of what this teacher is focused on are things that are out of his control.



## Scenario 2: Lack of Follow Through



You're working with a teacher who is open to coaching but doesn't follow through on things she's agreed to do. She's really nice and you both have a lot in common, but she just doesn't try out the ideas you discuss.



## Scenario 3: Strong, Experienced Teacher



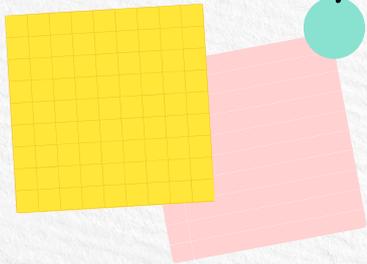
You have a teacher that has been teaching for 12 years and is really strong in many ways. You don't know where to start with this teacher - she's been teaching longer than you! She's friendly and open to new ideas, so it should be easy, right? Now what?



## Scenario 4: Coaching across the Content Areas



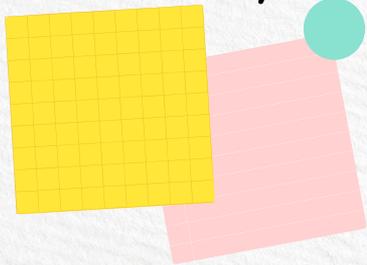
You're coaching a teacher who teaches a content area or grade level that you've never taught. You're not sure if the teacher trusts you because of this, and you're nervous about whether you can actually help her. What do you do?



## Scenario 5: The Teacher Who Wants to Quit



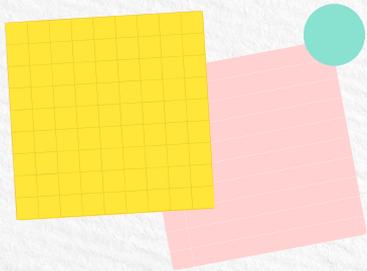
You're coaching a teacher who is in his second year of teaching, and for the last month he has been telling you that he wants to quit. Teacher retention is already a huge problem, so how can you best support him?

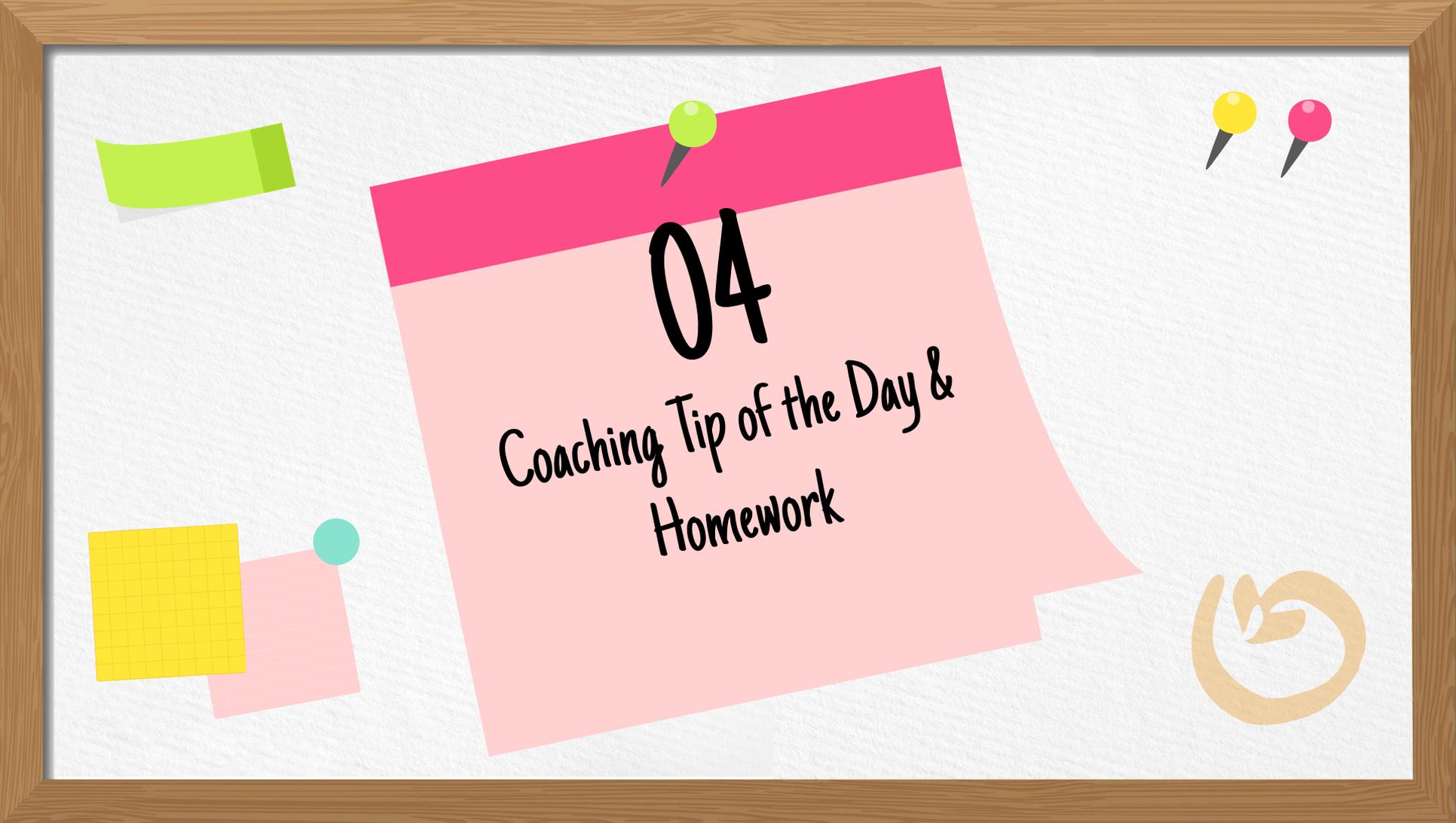




Scenario 6: The Teacher Who...you name it this time!

Anyone have a special or unique circumstance?





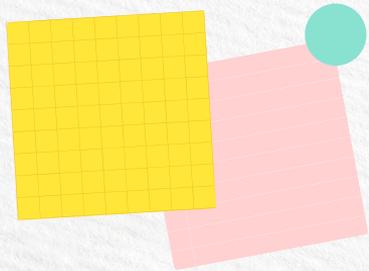
04

Coaching Tip of the Day &  
Homework



Coaching Tip of the Day: FREE Canva Templates for Notes to Teachers!

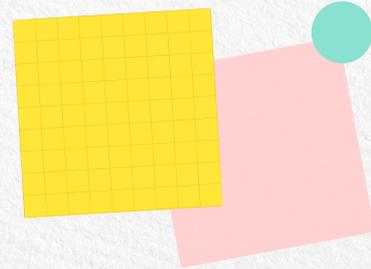
Click the image below for the link.



# Homework Time!

Read pages 79-97 in your book.

Review Checklist 6.3 on page 96, then complete Table 6.1 on page 95 in at least two classrooms.





# Thanks



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