

What You Practice Is What You Value by Paul Bambrick-Santoyo

1. Big ideas and questions
 - a. This was very specific to coaching teacher behaviors (other articles have been about systems)
2. How do you create a shared language with your coaches and how do your coaches do the same with their coaching partners?
 - a. Look at discourse patterns and ask the question “What could you say if you heard...”
 - i. Do you understand the concepts behind terms such as “leadership teams”
 - ii. More about operationalizing the terms
 - iii. What are some of the other names/terms people are using?
 - iv. Dispel terminology myths - what it is, what it isn't
 - b. MTSS that fits the needs of the different school cultures (e.g., indigenous schools)
 - i. Every school's culture is a bit different and taking that into consideration is important
 - ii. Core team is re-evaluating how approach schools. Moving to a strengths-based focus.
 - c. Action steps were so succinct
 - i. Helpful to have meaningful terms that can use in communication (esp for bug in ear coaching)
3. “Get Better Faster” scope and sequence.
 - a. Are you aware of something similar being used in the LEAs you work with? What pedagogical practices do your coaches support?
 - i. Turnaround network focuses on rapid improvement (CO) – incorporated this content (Santoya)
 1. Very practical in orientation and prescriptive approach
 2. Provides some continuity to the work
 3. Give something concrete and tangible
 4. Acknowledges some of the rapid improvement needs inexperienced teachers have
 - a. Some teachers need more intensive consultation
 5. Helps to support coaches and leadership by providing a bit of a recipe through its defined strategies
 - a. Once it becomes a culture then have the shared language to work with
 - b. Provides for better continuity of service
 - b. Are High Leverage Practices being implemented/supported?
 - i. Using HLPs as a lens for all activities
 - ii. Ensuring all core team members share a knowledge of HLPs
 - iii. Advancing Inclusive Principal Leadership (AIPL)
 1. Aligned SSIP/SIMR and AIPL and within that integrated HLPs for statewide PD
 - a. Started with collaboration (etc) and created learning guides
 - i. Resource guides help them link to the AIPL
 - b. Surveyed novice teachers to determine where they needed support
 - i. Most were not aware of HLPs
 - ii. Tool to help with recruitment and retention
 - iii. Working with Special Ed Advisory Council, which includes a Dean who is working to integrate HLPs
 2. Grants for novice sped teachers
4. What do you think of the idea of Micro-feedback (novices intensely practice the “smallest possible chunks” of each skill they want to perfect, skill by skill)?
 - a. What do your coaches do that is similar?
 - i. Co-constructed feedback forms with Marci Rock that are teacher-centered and focused
 1. To meet the goal what needs to be done?
 2. Asks the question about whether others would benefit from similar support

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3. Possibility of sharing with the CoP
 - b. How do they support skill building?
 - i. Coaching tools based on behavioral skills training
 1. Working with CEEDAR
 2. Using HLPs and trying to determine 6 HLPs to use throughout the State
 - ii. Used fidelity tool to work with coaches
 1. 10 elements want to see are broken down to determine what it would look like and the coaching moves to support improvement
 - a. Created by the regional coaches and now being used to coach school level team.
 - c. Do they chunk bigger practices into discrete actions?
 - i. Specially-designed instruction
 1. Chunk teaching actions into instruction that will match student need
 2. Questions that can be chunked that helps the teacher think through what the next steps might be
 - a. Have tools to assist with that
 - b. Chunks of SDI as it relates ...
5. Do your coaches approach practitioners differently depending on the amount of time they've had in their position?
 - a. Authoritative as opposed to partnering. Partnering relationships much more rewarding.
 6. The author recommends that directly after feedback comes practice. How will your coaches manage that virtually?
 - a. Online coaching as a common and consistent quality practice
 - i. Service delivery will be online, as well
 - ii. Article talked quite a bit about positionality in the room
 - iii. Pivot – would still expect to see a practice coaching conversation
 1. Same behavioral rehearsal should happen
 2. How People Learn (Carol Trivette's presentation) – need to think about adult learning principles
 7. Are there other ways to help practitioners become better faster?