Learning-Focused Supervision

Navigating Difficult Conversations

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About the Developers

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Seminar Outcomes

• To consider your roles, responsibilities and intentions as instructional supervisors.

• To explore a continuum of learning-focused interaction including coaching, collaborating, consulting and calibrating.

• To refine non-verbal and verbal skills to support relationship and learning with colleagues.

• To increase confidence in navigating difficult conversations.

Feedback

From the science of cybernetics: The return of a portion of the output of any process or system to the input, especially when used to maintain the output within predetermined limits. (A thermostat is an example)

In practice: Feedback is information about ***past*** behavior delivered in the ***present*** which may influence ***future*** behavior.

Instructional supervision is a feedback relationship between two systems: what a supervisor attends to and how the supervisor responds is one system; what the teacher attends to and how the teacher responds is the other system.

The paradox of feedback: When feedback works well we tend not to notice it.

And:

• Even when requested, feedback describes the values and beliefs of the giver.

• Feedback that is not absolutely relevant to the task at hand will not be accepted, and even worse will interfere with that task.

• If you have to make a case for the task-relevance of your feedback, you probably don't have a case, and you certainly won't have any success.

• Feedback is a collaborative process which one person cannot sustain alone.

Adapted from, What Did You Say?: The Art of Giving and Receiving Feedback. Charles N. Seashore, Edith Whitfield Seashore & Gerald M. Weinberg, © 1997, Bingham House Books, Columbia, MD.

A Continuum of Learning-Focused Interaction
Coaching-Collaborating-Consulting & Calibrating

Educational supervision has a long history, abundant theory, and very little evidence that it improves student learning (Glanz & Neville, 1997, Holland & Garmon, 2001). This historical and theoretical legacy, presently enshrined in governing policies, teacher contracts and district practices, places the supervisory emphasis on the teacher and the act of teaching rather than on learners and learning processes.

In many schools, supervisors observe an isolated lesson and apply a rubric for documentation that assumes the observed lesson is representative of a teacher's entire practice, ignoring any potential content and topic variability for elementary teachers and topic and student performance level variability for secondary teachers. These experiences rarely produce growth and are often viewed with skepticism by teachers (Zepeda and Ponticell, 1998).

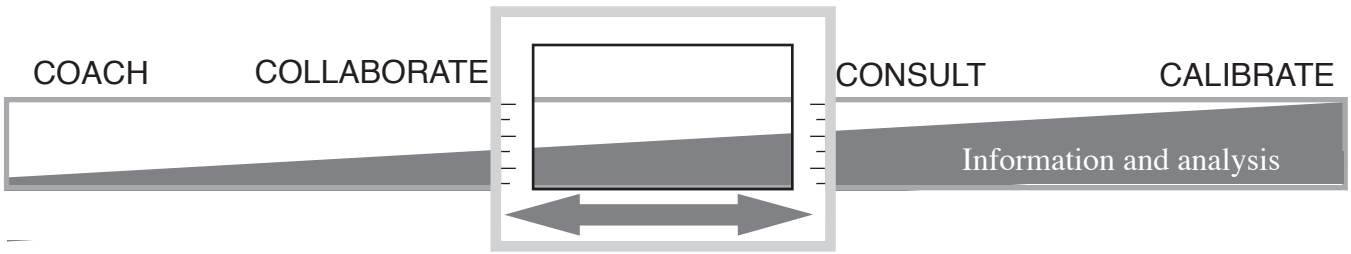
We are proposing a shift from teaching-focused supervision to learning-focused supervision; a supervisory practice centered on the processes, patterns and products of learning. Learning-focused supervisory practices operate across lessons, units and time, seeking the cumulative effects of choices and actions within individual classrooms and between classrooms across the school. In this model, supervisors develop fluency in navigating a continuum of interaction to create and sustain robust learning-focused relationships with and between the teachers with whom they work. A learning-focused relationship is one that balances informational and technical support with cognitive challenge while facilitating a professional vision (Daloz,1999; Lipton & Wellman, 2003). Our use of the term supervision here intentionally makes distinctions between interactions that are growth promoting and the legal requirements of mandated evaluation systems

Effective instructional leadership does matter. Several lines of research confirm that skillful forms of supervision influence teacher commitment and personal efficacy (Ebmeier, 2003, Tschannen-Moran, Hoy & Hoy,1998). When these individual attributes combine with the teacher satisfaction and trust in peers that emerge from productive collaborative efforts, student learning improves (Goddard, Hoy & Hoy, 2000). For supervisors, the ability to structure and facilitate learning-focused conversations lies at the heart of both one-on-one and collective work with teachers.

A Continuum of Learning-Focused Interaction

Teacher learning links directly to student learning. Given the pace of change in schools with shifts in student demographics, curriculum updates, and new instructional approaches, teaching is the learning profession. To support the professional growth of teachers, supervisors need templates and tools for guiding their interactions with staff members. These patterns and practices operate in-the-moment and over time to initiate and sustain teacher learning that is guided by student learning needs.

How supervisors interact with teachers is as important as the "what" of those interactions. The



thoughtful use of many types of data is an important part of learning-focused interactions. These data emerge from the processes and products of student learning, including such items as student work samples, assessment results, lesson plans and homework assignments. By using these and other types of information, including classroom observations of student learning, the supervisor establishes a visible "third point" for the conversation that increases psychological safety for the teacher by shifting the focus to the data and promotes conversations about the factors producing positive results and what may be causing any perceived performance gaps (Grinder, 1997).

Versatility across a continuum of interaction supports supervisory response patterns that are developmentally and contextually appropriate for serving the learning needs of both novice and veteran teachers. The notion of differentiation in the supervisor's actions is not new. Carl Glickman's Developmental Supervision Model (1995) proposes four approaches: directive, direct informational, collaborative and nondirective. In that model, the supervisor selects one of these styles based on his or her assessment of a given teacher's level of development. The supervisor gradually releases "control" toward the nondirective approach as the teacher matures professionally. In practice, this developmental model can still be teaching-focused, rooted in cycles of pre and post conferences surrounding observed lessons.

Within learning-focused conversations, accomplished supervisors flex as needed between coaching, collaborating, consulting and calibrating stances to develop teachers' capacities to reflect upon data, and instructional outcomes, to generate ideas and options, and to increase teachers' personal and professional self-awareness. The ultimate aims of each of these stances and their cumulative effect is to support self-directed learning on the part of teachers and to enhance teachers' capacities for engaging in productive collegial relationships

Two attributes ultimately define the supervisory stance in any learning-focused conversation. One defining trait is the way that information emerges during the interaction. The other defining trait is the source of problem definition and gap analysis related to differences between planned goals and actual results, or learning standards and student performance. In the coaching stance, the teacher is the primary source of information and analysis as the supervisor paraphrases and inquires to increase awareness, enlarge perspectives, and clarify details. In the collaborative stance, the supervisor and teacher co-develop ideas and co-analyze situations, work products and other data. In the consulting stance, the supervisor supplies information, identifies and offers expert analysis of any gaps, provides solutions, thinks aloud about cause-effect relationships and makes connections to principles of practice. And finally, when a calibrating stance is needed, the supervisor diagnoses problems, clarifies standards and prescribes actions and success criteria (Platt, Odgen, Tripp & Fraser, 2000).

Coaching

The coaching supervisor supports the teacher's thinking, problem-solving, and goal clarification. The outcomes of this stance are to increase the teacher's expertise in planning, reflecting on practice, and instructional decision-making. The Cognitive Coaching Model (Costa &Garmston, 2002) defines this stance by addressing the underlying thinking that drives the observable behaviors of teaching. Coaching supervisors maintain a nonjudgmental stance and give full attention to the emotional and mental processes of the teacher during conversations.

By inquiring, pausing, and probing for details as data are explored, the supervisor supports both idea production and the exploration of the "whys" and "hows" of choices, possibilities, and connections. This meditative pattern applied over time, enlarges the frame, developing the teacher's ever-increasing capacity for expert thinking and practice. The ultimate aim of the coaching stance is to develop teachers' internal resources for self-coaching so that with time and practice, their own more sophisticated inner voices guide their professional self-talk.

The coaching stance assumes that the other party has resources for idea generation. If this is not the case, pursuing this stance can lead to frustration on the part of the teacher. You cannot coach out of someone what is not in them.

Collaborating

The collaborating supervisor co-analyzes the data samples and co-develops ideas and information with the teacher once a problem has been framed or clarified and it is time to develop a set of possible approaches or solutions. This stance usually arises spontaneously as an outgrowth of interacting within a coaching or consulting stance to help frame a problem or to structure a planning task. The supervisor's purposeful pausing and paraphrasing opens up the emotional and cognitive space for collaborative productivity. The use of inclusive pronouns, such as, *us*, *our*, and *we*, enhances the invitation to the teacher to contribute ideas.

The collaborative stance signals respect and the expectation of participation in a collegial relationship. Supervisors need to resist their own impulse to jump in and do the bulk of the analysis and thinking. Pausing to allow time to think and prompting and encouraging idea production communicates a belief in the personal and professional capacities of the teacher.

Learning-focused supervisors need to carefully monitor their own actions when they enter the collaborative stance. Personal enthusiasm and excitement for the topic or a strong preference for a specific solution may override the intention to co-create ideas and possibilities. False collaboration then becomes disguised consultation or tacit calibration.

Consulting

The consulting supervisor shares essential information about learning and learners, curriculum and content, policies, procedures, standards, and effective practices. Beyond this technical information, a thoughtful supervisor also shares principles of practice, connections to expected performance standards and relevant craft knowledge. By offering, "Here's what you should pay attention to" and "Here's why that matters" and "Here are some options," learning-focused supervisors make their thinking transparent,

displaying habits-of-mind to model professional practice at the highest levels. As teachers internalize principles of learning and teaching, these expert lenses become mental resources for independently generating approaches and solutions.

It is important to distinguish learning-focused consultation from simply fixing or telling things to teachers. For supervisors who often assume that their role is to advise, the apparent and pressing needs they observe in classrooms may escalate the desire to help, provide information, and reduce the burdens of busy teachers. Yet, context-rich learning opportunities may be missed if advice is the only resource offered. While information and problem solving are useful supports to offer, if overdone, they rob teachers of opportunities to learn from experience. Consultation that is learning-focused within a caring relationship offers the teacher both immediate support and the thinking tools for tackling future problems with increasing independence whatever that teacher's stage of professional development. The intention to support learning and growth must always be clear to both parties, especially if the potential of a "learning moment" is to be fully appreciated.

If overused the consulting stance may build dependency on the supervisor for problem solving. Advice, without explanation of the underlying choice points and guiding principles usually does not develop teachers' abilities to transfer learning to new settings or to generate novel solutions on their own.

Calibrating

The calibrating supervisor is the keeper and clarifier of performance standards and expectations. The verb to calibrate means an active process of matching an object or performance to an agreed upon value. Simplistically, that value might be a shoe size or the diameter of a section of tubing. In contemporary educational discourse such values are expressed as standards. Important standards include, content specific student performances, behavioral standards for student responsibility, and professional teaching standards that articulate the knowledge and skills that are expected to produce the desired student performances. First and foremost, for supervisors to operate with integrity within a calibrating stance requires personal clarity about important standards and readily accessible resource materials as sources of reference.

By presenting models and examples of such standards in action that are content and grade level specific, the learning-focused supervisor concretely clarifies expectations, achievable goals and measures of success. These exemplars become the essential third points for sometimes-difficult conversations. By establishing a third point of reference with both exemplars and examples of the teachers own results, the conversation becomes one of analysis and objective evaluation about the results not a judgment of the person. The basic "what," "why," and "how" pattern employed in a consultative stance is essential here as well. The major difference is the range of choice then offered to the teacher. Used with chronically low-performing teachers or teachers who appear not to be "getting it," this stance is the most prescriptive of the four. Follow-up and follow through on the part of the supervisor are vital to ensure standards are being interpreted appropriately, performance targets are clear and student progress is occurring.

In a learning-focused supervisory relationship, the calibrating stance is the stance of last resort. Taking this stance may be necessary when other approaches are not producing evidence of the transfer

of a teacher's learning into improved classroom practices that produce positive changes in student actions and outcomes. To be effective in this stance it is important to maintain a focus on student products and performances linked to teacher products and performances. Without this focus, the conversation can become judgmental and may be perceived by the teacher as a personal attack rather than a conversation about students and their learning needs.

Classroom Practice and Supervision in Transition

Transitions in classroom practice – from teaching-focused to more learning-focused patterns require parallel transitions in supervisory practices. Neuroscience, cognitive psychology, refined models of curriculum design and the push for greater differentiation of instructional approaches are all asserting increasing influences on schools. With mounting expectations comes greater responsibility for learners and their learning needs. Clearly mapped curriculums, targeted performance assessments and powerful data management systems, which present detailed disaggregations of student information and assessment results, refine the measurability of teachers' craft knowledge, content knowledge and instructional skills. This measurability is leading to transitions in both the knowledge and skill-set of leadership practice. High-performing leaders have the ability to focus attention and resources where they make the greatest difference (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Sophisticated data usage is an important part of this equation (Reeves, 2002). Yet, all the data analysis skills in the world have little impact without the ability to frame and shape conversations about that data with teachers, individually and collectively (Wellman & Lipton, 2004).

Given the changing context that surrounds schools, it is essential that the first line support system for teachers within schools nurtures their growth and development as individual practitioners and as collaborative colleagues. As the actions of individual teachers combine with the actions of their colleagues, a school's learning culture emerges. Shaping this learning culture is the prime work of instructional leaders. Learning-focused supervision is an effective and necessary vehicle for doing so.

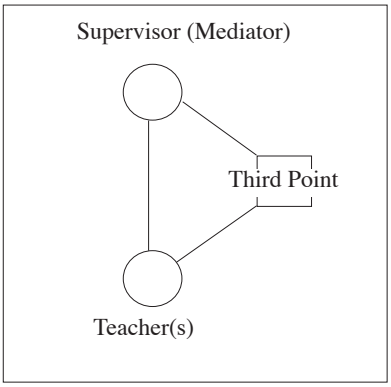
Learning-Focused Supervision:

Guiding question for the supervisor	Coaching What mental and emotional resources might be most useful for this teacher at this time?	Collaborating What are some ways to balance my contributions with this teacher's experiences and expertise?
Supervisory role	• Facilitating teacher idea production • Mediating teacher problem-framing and decision-making • Enhancing teacher capacities for reflection, planning and problem-solving	• Co-generating information and ideas • Co-analyzing problems • Co-creating plans • Co-developing success criteria • Modeling collegial inteaction
Use of data as a third point	• Mediating teacher thinking, reflection, analysis, planning and metacognition	• Establishing a shared conversational focus • Developing shared definitions and common understandings
Cautions	• Take care to ask before telling. Coaching is the preferred entry and exit stance in each conversation. • Reduce potential frustration by framing developmentally appropriate questions. Questions should stretch thinking without straining.	• Purposefully create space to invite teacher contributions • Monitor for balance in idea production. Don't allow personal enthusiasm or preferences to override the intention to co-create ideas and options.

Four Stances

Consulting	Calibrating	Guiding question for the supervisor
What information, ideas and technical resources will be most useful to this teacher at this time?	What are the non-negotiable issues at this time with this teacher?	
• Offering information • Providing problem analysis and perspectives • Proposing actions • Clarifying success criteria • Naming principles of practice	• Framing standards • Defining problems • Prescribing actions • Naming success criteria • Establishing timelines for completion	**Supervisory role**
• Offering expert analysis • Generating clear examples • Defining standards • Clarifying success criteria	• Identifying and illustrating gaps between expected standards and present results • Defining problems and results	**Use of data as a third point**
• Throughout the conversation, invite the teacher to summarize and clarify understanding. Information and ideas are more likely to be applied when the teacher perceives them as relevant. • To stay learning-focused, take care that personal passion does not overcome patience.	• Take care not to let personal preferences become prescriptions. Judgments must be supported by clear, external criteria. • Use relevant data to reduce teachers' potential perception of personal attack.	**Cautions**

Establishing the Third Point



As a growth agent, a primary intention of learning-focused supervisors is mediating another's thinking. Skillful supervisors mediate a teacher's thinking first by establishing a focus for the conversation and then by applying their verbal and non-verbal toolkit to stimulate thinking. Supervisors mediate thinking by asking open-ended questions, providing data, facilitating the acquisition of information, and strengthening cause-effect relationships, all the while moving teachers towards increased confidence and self-reliance. We borrow the term mediating from the work of Reuven Feuerstein (1991), an Israeli psychologist who developed the concept of cognitive mediation. For supervisors, cognitive mediation is a three-point interaction between the supervisor (as mediator), the teacher and a focus, or third point. The third point can be external and observable or internal and referential. For example, external focus points might include a work product, such as a lesson plan, samples of student work, or observational data. It can involve a demonstration or the observation of an event, such as a model lesson, a videotape, or a specific student's behavior. The third point can also be referential, that is the focus is a reference to something that is not physically present, such as a description of a problem, an emotional state, or a perception of a student's behavior.

TABLE 2.2 PROVIDING A THIRD POINT: SOME EXAMPLES

INTERNAL	EXTERNAL
• A recollection or description • A personal observation • A statement of concern • A perception of a problem • A statement of value or belief • A judgment	• Samples of student work • Rubric defining excellence • A lesson plan • A curriculum guide • Standards descriptions (content, student work or effective teaching) • Test results • Individualized Education Plan(s) • Annual Reviews • Parent letters, communications

Mediation can occur prior to, during, and/or following any experience. Skillful supervisors intentionally guide the teacher's experience, through questions, highlights and references. Supervisors also use emphasis to clarify their purpose and importance, to sort significant principles or patterns from less significant details, and to create opportunities for their protoges to build and construct understanding.

Supervisors facilitate thinking, or mediate, from any stance. Imagine, for instance, a supervisor and teacher are meeting to discuss expository writing. They are reviewing the teacher's fourth grade students' writing samples. The supervisor enters the conversation in a coaching stance, focusing on one student's work.

> Supervisor: *"What are some things you're noticing about this student's work as it compares to the writing standards?"*
>
> Teacher: *"Well, I think the writing has improved, but I'm not really sure whether it meets the standards or not."*

At this point, the supervisor might take a consulting stance, sharing what she notices about the work and making specific references to the writing standards. She might then use a similar pattern with another student sample. In this way, the teacher has several concrete examples that clarify and calibrate the standards as well a model of a more sophisticated lens for examining student writing. As they continue the conversation, the supervisor might then shift to a more collaborative stance, suggesting that they brainstorm ideas for lessons that will help the all of the teacher's students increase their writing skills.

Skillful supervisors attend to the signals of the teachers with whom they are interacting to determine their choice of learning-focused stance. By attending to the teacher's verbal and nonverbal behaviors as they generate ideas and respond to inquiries, the aware supervisor can assess the effectiveness of a given stance and know whether and when to move along the continuum. Our colleague, Barbara Lawson, suggests the following categories for organizing these important behavioral cues.

Learning-Focused Supervisors Attend To:

THE LANGUAGE OF THE TEACHER'S GOALS FOR LESSONS AND UNITS. Do goals adhere strictly to the teachers' guide? Do they contain longer-term outcomes such as problem-solving skills, or the ability to write with an audience in mind? Does a given lesson connect to other lessons and larger contexts?

THE DETAILS AND LEVEL OF SOPHISTICATION OF STRATEGIES. How extensive and with what degree of nuance does the teacher understand the strategies to be employed? Is a given strategy option the only piece of repertoire that the protégé knows for a given situation, or is it one of a number of options to be considered?

THE DEPTH OF CONTENT KNOWLEDGE. How well does the teacher understand the knowledge, skills and concepts being explored by the lesson or unit being considered? To what degree does the teacher understand the connections between ideas in the curriculum? To what degree does the teacher understand and remember what preceeded and what follows a specific lesson?

THE ABILITY TO RECOGNIZE AND GENERATE CHOICE POINTS. To what degree is the teacher able to apply 'if-then' types of thinking during planning processes? How flexible is the teacher during lessons? Is the teacher willing and able to abandon or modify lesson plans that are not working productively? When reflecting, is the teacher able to reconsider choices and envision other possibilities and outcomes?

THE SOPHISTICATION AND DEPTH OF EVIDENCE AND DATA CITED. When planning and reflecting, how extensive are the student learning data upon which the teacher draws? Are data and student work used as a resource for planning and for reflecting on results? In what ways are the data being used?

THE LENGTH OF SENTENCES. What is the degree of elaboration of observations, strategy descripions and reports of actions taken? How able is the teacher to describe thinking processes, choice points and outcomes?

THE VERBAL EMPHASIS. What words and phrases seem most important to the teacher? Are any words or phrases repeated?

THE NONVERBAL EMPHASIS. What gestures are used to emphasize key points in association with tonal emphasis and verbal repetition? Are any gestures repeated?

Applying a Third Point to Focus a Difficult Conversation

NON-VERBALS

1. Go Visual -- develop a contextually appropriate third point based on observable facts and data.

2. Position your body at 90 degrees to the other person to establish the three point frame for talking.

3. Keep your eyes on the third point when referencing "the data". Remember, the listner's eyes follow the speaker's eyes.

4. Use a frozen gesture to reference the third point.

5. Use sytematic voice patterns. When focusing on the third point with eyes and frozen gesture, use a credible voice (flat voice pattern with final intonation curling down). When looking at the person, use an approachable voice (rhythmic voice pattern with final intonation curling up).

VERBALS

1. Neutral pronouns

2. Plural forms

3. Exploratory language

4. Non-dichotomous questions

5. Positive presuppositions

Non verbal patterns based on the work of Michael Grinder. www.michaelgrinder.com

Mediating Non-Verbally

Physically referencing the third point in a space off to the side between the parties provides a psychologically safe place for information, concerns and problems. This careful use of space and gesture depersonalizes ideas. It is now not the supervisor's information or problem, the colleague's information or problem nor even 'our' information or problem. It is simply information or a problem about which and with which to think. Information placed as a third point frees the colleague to accept, modify or reject the idea as an idea. Without this subtle, but critical distancing, the teacher might feel trapped in a web of relationship and have difficulty freely accepting or rejecting the idea, for fear of hurt feelings. Thus, placement of the conversational focus creates a triangle, either literally or referentially, keeping the conversational container psychologically safe.

Nonverbal tools, such as posture, gesture and voice tone are all subtle indicators of the stance we are taking. In a calibrating stance the supervisor's posture, gesture and point of focus all need to congruently center on the "third point" data and or resource materials. The intention is to make the "text" the expert and protect the integrity of any standards that are the subject of the conversation. Neutral language such as "the standard", "the results", "this data" presented with a calm, credible voice helps to depersonalize the interaction.

In a consulting stance, the posture tends to be a bit more upright, leaning back slightly from the conversation. The supervisor's voice tends to be less rhythmic and more credible with a narrower range of modulation than the coaching voice. This is the posture and voice of experience and wisdom. This is also the voice and stance that uses the pronoun 'I' as in "Here's how I've learned to think about issues like that."

In a collaborating stance, the posture is metaphorically and often physically side-by-side. The voice tone is collegial, approachably confident, with a blend of 'we' and 'you' pronoun types.

In a coaching stance, there is greater eye contact, closer proximity, leaning in and more rhythmic speech patterns. The voice is approachable and invitational. This is the posture and voice of inquiry, creating a psychologically safe space for thinking and reflecting. The dominant pronoun is 'you', as in "So you're noticing some patterns in your classroom that seem to be working."

Versatility Matters

Expert supervision requires a repertoire of knowledge and skills for engaging teachers in productive formal and informal conversations. These professional resources provide the foundation for operating along a continuum as we interact with colleagues. Having access to one's repertoire opens up possibilities for successful mentoring experiences and offers options for consideration when a given approach is not working. Knowing what we know and don't know helps us to identify gaps in our repertoire so we can consciously expand our own capacities as growth agents.

Versatility matters. In any given conversation, any one of the four stances may be appropriate. By reading the verbal and nonverbal cues of the colleague with whom we are engaged and responding accordingly, we can hen flex along the continuum to support learning and growth. This flexibility in stance is the key to successful supervisory relationships. If our goal is to increase teachers' capacities for self-direction, we need to continually offer opportunities to think, reflect and problem-solve within the flow of the real work of learning to teach. Our ability to continually anticipate, monitor and flex our stance across the continuum of interaction is a vital component in developing and maintaining learning-focused relationships.

Maximizing Time and Attention

FOR ALL of us—supervisors and teachers alike—time may be our scarcest resource. In most cases, the challenge of developing and maintaining a learning-focused relationship exists outside of the expected activities and responsibilities of professional life. This section offers suggestions and strategies for time efficient, productive interactions. It begins with the most important use of time for learning-focused supervisors: attending fully.

Attending Fully

Human beings are highly attuned to the nonverbal signals of others. We communicate our intention and degree of attention to others by our posture, degree of muscle tension, and how we respond verbally and nonverbally. We fully join the conversation and the relationship by aligning our body with that of another. This is especially important when the other person is ill-at-ease or when we are having difficulty understanding what is being said.

Ten minutes of our complete and focused attention is worth much more, in terms of maintaining a relationship and supporting learning, than thirty minutes with distractions. We actually maximize our time together by focusing our full attention on the teacher.

Alignment Categories

- Physical
  - Muscle Tension
  - Posture
  - Gesture
- Vocal
  - Intonation
  - Pace
  - Word Choice
- Breathing
  - Depth
  - Duration
  - Rate

While our capacity to attend fully is an innate part of being human, there are times when the potential for distraction or lack of attention is high. For example, when we are fatigued or stressed our mind might wander away from the present moment, and away from our colleague. When we have a great deal to do, with little time available, the same conditions apply. Given the pressures of life in schools, conscious attention to being with the teacher is a challenge that is particularly important to overcome.

Communicating Our Attention

We signal our full attention nonverbally. Imagine you are in a restaurant, observing two people across the room. You can tell if they are relating well, even if you can't hear what they are saying. You might observe them leaning in towards each other, nodding, smiling, and gesturing animatedly as they engage in conversation. When we are aligned congruently with another individual, we are said to be in rapport.

Alignment has three distinct categories: physical, which includes muscle tension, posture and gesture; vocal, which includes intonation, pace and word choices; and breathing, which includes depth, duration and rate. As described above, we are in rapport when several of these elements are matching. Often, rapport is naturally present. However, we can intentionally create it by matching our colleague's use of these elements.

Being in rapport is a manifestation of our full attention to another. Generally, when we are fully focused on our colleague, rapport will be a natural part of the interaction. However, there are specific instances when we might pay particular attention to the use of rapport tools in our interactions (Costa & Garmston, 2002). These include times when we anticipate tension or anxiety or when tension or anxiety emerges within the conversation. For example, no matter how good the relationship between a supervisor and teacher, there is likely to be some anxiety when we engage in a reflecting conversation about a classroom observation or preparing a beginning teacher for a potentially stressful event like parent-teacher conferences. These are all examples of important times to consciously to pay attention to rapport elements.

Applying rapport tools is also useful when we are having difficulty understanding another person. Sometimes it feels like we're operating on different wavelengths. When miscommunication occurs, intentionally realigning and matching a colleague's nonverbals is often an effective strategy. A fourth occasion for intentional monitoring of alignment is when we are distracted or having difficulty paying attention. So often, the limited time we have to meet with a teacher is "borrowed" from time we would devote to other tasks. Sometimes it is difficult to keep these tasks, both personal and professional, from distracting us. In this case, intentional monitoring of alignment keeps our attention fully on our colleague.

Be Intentional When / If:

- You anticipate tension or anxiety
- Tension or anxiety emerges
- You are having difficulty understanding another person
- You are distracted

Blocks to Understanding

In addition to fluent application of the elements of rapport, listening with total attention, and without judgment, is a fundamental skill for supervisors. In this way, we signal our support and establish a safe environment for thinking together. Further, we increase our capacity to understand and better serve our colleague.

To maintain this quality of listening, our attention must be on the teacher. However, there are several common internal distractions. These blocks to understanding shift our listening focus inward, to our own opinion or interest or surety about a solution. This shift to 'I' distracts from understanding. For learning-focused supervisors it is particularly important to maintain awareness and listening discipline.

'I' Listening

Listening from our own world view diminishes our capacity to understand a teacher's perceptions and concerns. There are three specific categories of 'I' listening: personal referencing, personal curiosity, and personal certainty.

• Personal Referencing

Personal referencing is 'me too' or 'I would never' listening. It occurs when our minds shift from listening to understand another, to considering what is being said with reference to our own experiences and then judging its worth. This type of listening can be important in the consultant stance; but only after we're sure we understand our protégé's concerns, issues, and needs. Personal referencing often leads to judgmental responses.

• Personal Curiosity

Personal curiosity drives our listening when we are interested in what the teacher is saying, not to understand his or her needs, but because we want more information for ourselves. For example, an enthusiastic teacher is talking about accessing the internet for a thematic unit on ecology. We find ourselves intrigued and want to know what websites are available, what type of hardware or software is necessary—and our questions are driven by our personal curiosity. While this type of listening can build relationship and is sometimes useful during the collaborative stance, it takes our attention away from our teacher.

'I' Listening

Be aware of:

- Personal Referencing
- Personal Curiosity
- Personal Certainty

• Personal Certainty

This listening block occurs when we are sure we know the solution to the problem, sometimes before we've listened enough to be sure that we understand the problem. Even before a problem is fully framed and mutually understood, this type of listening leads to offers of advice, or questions like "have you tried . . . ?" or "have you thought about . . . ?"

Giving our full attention to a colleague contributes to relationship and to clear communication. These are the foundations for mutual learning and future exploration. As consciousness about full attention develops into automaticity in our ways of listening, we can further maximize our opportunities for learning by using shared and specific structures for guiding our interactions.

Structured Conversations

Applying a shared and agreed upon structure to our conversations maximizes time, and also serves to focus attention by providing a scaffold for supporting and challenging thinking within a specified context. For example, when a supervisor and teacher schedule an opportunity to plan a lesson, a structure for guiding the interaction offers topical focus and permission to keep the conversation moving. Further, a structure designed for planning increases rigor by highlighting the cognitive outcomes that support effective planning, such as predicting, envisioning and forecasting. This same notion applies to structure for reflecting and for problem-solving.

The conversation templates on the following pages are samples of efficient guides for purposeful interactions. They are based on fundamental and current theories of learning (see, for example, Bransford, Brown & Cocking, 1999; Marzano, 2000) that suggest the importance of specific intentions within a learning-focused interaction. The general template on the next page is based on the three phases in the Pathways Learning Model (Lipton & Wellman, 2000).

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Each phase on the template serves a specific purpose. The Activating and Engaging phase establishes context and frames of reference. It activates prior knowledge and experience, surfacing the orientation and perception of the protégé regarding the topic at hand. It engages relationship, as well as mental and emotional awareness, and sets the scene for a thoughtful, learning-focused conversation. The Exploring and Discovering phase, whether in planning or reflecting, provides an opportunity for examining the details of specific events, making inferences and analyzing experiences; while the Organizing and Integrating phase supports generalizing from these explorations and bringing forward new learnings.

This general template can be tailored for specific purposes. The Planning Template that follows supports effective planning and problem-solving. Its counterpart, the Reflecting Template, is designed to elicit thoughtful reflection and produce transfer from one experience to many. Notice that these templates are designed to direct attention and focus on particular cognitive outcomes. For example, when planning, the supervisor's paraphrasing and inquiry should cause the planner to predict, envision, and describe. While reflecting, the skillful supervisor guides analysis, cause-effect and synthesis. Each of these structures guides thinking and produces inferences, hypotheses and new connections.

Versatility in stance is an integral part of applying the conversation templates on the pages that follow. While the questions are framed from a coaching stance, learning-focused supervisors flex among the stances to support the teacher in producing the information and thinking processes within each phase of the template. For example, from a calibrating stance within a planning conversation, the approach might include naming specific lesson goals linked to standards drawn from the content area of that lesson and naming explicit success criteria. Within a consulting stance, the supervisor might offer a menu of possible goals from which the teacher can choose, modify or adapt. As a consultant, the supervisor might also offer some possible success indicators for those goals. In a reflecting conversation, the supervisor might encourage a collaborative stance and join the teacher in brainstorming a list of possible cause-effect connections between what occurred and the approaches and actions upon which the teacher is reflecting.

Specialized Applications for Conversation Templates

We propose the conversation templates as frameworks and not as recipes to be followed in a step-by-step fashion. The questions, within each phase, beneath each focus arena are intended as models and possibilities; not as the only options. Different conversations will take on different flavors. Although these templates are relatively generic, thoughtful attention to their use for specialized functions produces powerful results.

Goal-Setting Conversations

What follows are some general tips and guidelines for applying the templates to different types of conversations.

During the Activating and Engaging phase in a goal-setting conversation, it is important to take some time to clarify the roles, responsibilities and options available for both supervisor and teacher. Defining the supervisor's role initiates a partnership which can be shaped and negotiated to serve the learning needs of both members. Discussing the expectations of each partner reduces the possibility of disappointment or miscommunication down the road. Sharing information about the four stances makes it possible for a teacher to request a certain type of interaction, depending on needs. Use the template to keep notes and revisit the goal-setting conversation several times during the year.

Use the Exploring and Discovering phase to establish clear goals for the supervisor-teacher relationship. Further, when a teacher clearly articulates his or her own learning goals, the supervisor can focus energy and resource on supporting the teacher in achieving them. Both types of clear, concrete and specific goal setting are important to the learning-focused relationship. The Planning Template is an effective structure for guiding these initial goal-setting conversations.

Planning Conversations

During the Organizing and Integrating phase, complete the goal-setting conversation by having the teacher summarize his or her understandings and name the next steps.

Planning conversations offer fundamental learning opportunities for modeling and extending the intellectual habits of goal-driven thinking. Effective teachers set clear goals for their instruction, and identify specific systems for monitoring their achievement. They also generate contingencies should their initial planning prove unsuccessful during implementation. Attention to planning, and experience understanding the ways in which experts think about their plans, are especially important to the development of novice teachers. Applying the template for planning helps internalize important planning questions teachers must consider in order to produce high achievement learning for their students. Doing so with the support of a supervisor increases a teacher's confidence and capacity for effective, independent instructional planning.

In the Activating and Engaging phase, establishing the context for the lesson or event allows the supervisor and teacher to "get in the room together", both the immediate space of moment-to-moment rapport and the conceptual space of the teacher's classroom. Experienced supervisors preserve time for more elaborative thinking in the Exploring and Discovering phase by moving through this first phase as efficiently as possible.

The second phase, Exploring and Discovering, is where the bulk of the time is spent in a typical planning conversation. The four focus arenas are arranged in order of priority. This is especially important to emphasize to novice and low performing teachers, who tend to spend more of their time designing activities and approaches, and less of their time clarifying goals and success indicators. Reducing activity-driven planning is an important goal for learning-focused supervisors.

The third phase, Organizing and Integrating, emerges from the general flow of the conversation. The focus arenas in this phase of the template offer options for extending awareness and producing higher order instructional thinking. Over time, skillful supervisors note potential stretch arenas for their teachers and select focusing questions and/or suggestions within these arenas accordingly.

Problem-Solving Conversations

The Planning Template is also a useful scaffold for supporting problem-solving. Hallmarks of an expert problem-solver include the ability to envision the desired state and specify the outcomes of a viable solution. Skillful problem-solvers can also articulate criteria for and indicators of success. The Planning Template is designed to pursue these topics as they relate to the teacher's specific concerns. Again, learning-focused supervisors can apply one or several stances to the problem-solving conversation, balancing support with challenge as they do so.

Problem-solving conversations can be scheduled or may arise spontaneously in hallway or staff lounge "Gotta-minute?" moments. The Activating and Engaging phase takes on new light and new meaning in these conversations. Skilled supervisors listen very carefully to the presenting issues and concerns of the teacher as well as to the perspectives and perceptions about the issues being described. Some problem-solving conversations accomplish the bulk of the work in this phase. By paraphrasing, inquiring, reframing issues and offering alternative frameworks, we model the habits of expert problem-solvers who spend more time clarifying and defining the problem than do novices. Novice problem-solvers often jump to solution thinking prematurely and spend time generating possible actions for ill-defined issues or concerns.

Once problems have been framed, the Exploring and Discovering phase proceeds very much like the planning conversation. Goals and success indicators are especially important to clarify. This process provides a reality check for the depth of the problem and for the qualities of possible best outcomes. Novices may need consultation help across this phase for especially tricky or complex problems. They may not have sufficient repertoire to generate effective strategies and/or know enough about situations like the one they are exploring to envision the array of options and choice points within the solution frame.

During the Organizing and Integrating phase, the personal learning arena is often quite productive during problem-solving conversations. Again, experienced supervisors note and mentally catalog the patterns of the teacher's thinking in order to select the most productive focus arenas within this phase.

Reflecting Conversations

Reflecting conversations consolidate and extend professional thinking and habits of mind. They can occur after specific events such as lessons or meetings, or at scheduled intervals to reflect upon patterns of teaching practice and student learning. This process is especially useful at transition points in the curriculum, when unit topics switch; or at significant points in the school year, such as the close of marking periods.

Here again, the Activating and Engaging phase matters greatly. The teacher's issues and concerns and/or perspectives and perceptions are important to surface. Depending upon what emerges, the skilled supervisor will select a stance to explore the teacher's current awareness. For example, if the novice notes some issues of concern and not others that the supervisor deems equally important, the supervisor-as-consultant may add these to the list of topics to explore during the Exploring and Discovering phase.

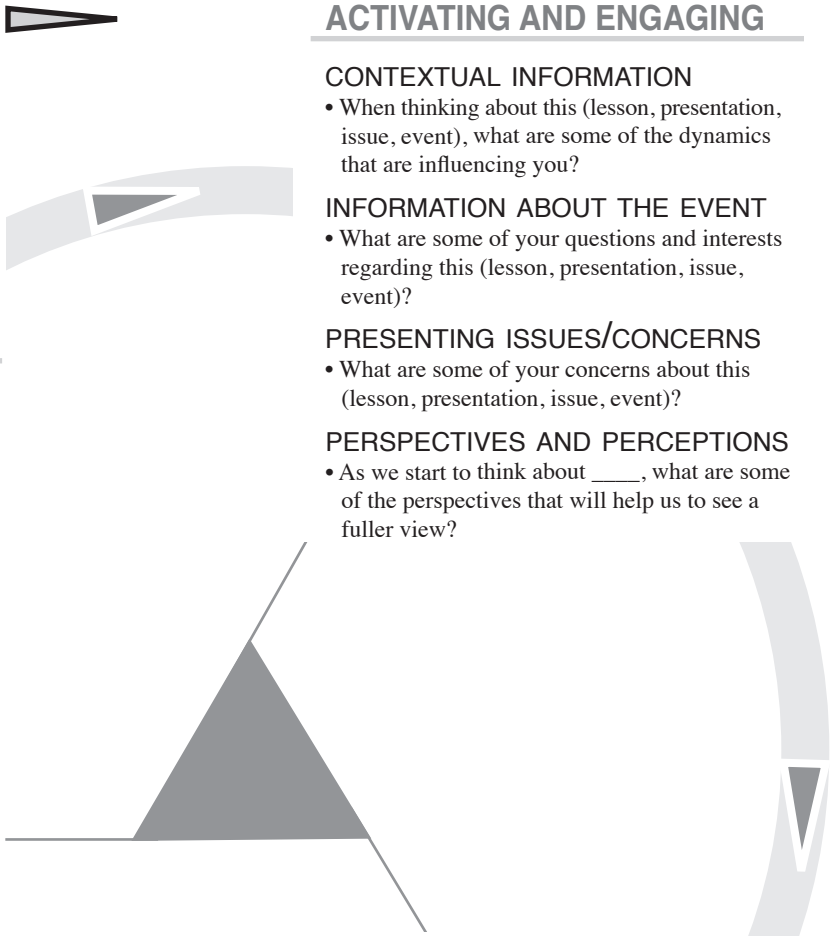
During the Exploring and Discovering phase, asking the teacher to weigh priorities is not only a respectful approach; but also provides a contextually sound assessment of the ways in which this teacher is developing as a professional. Experts notice more than novices. By noting what the teacher is noticing and about what the teacher is concerned, the aware supervisor can select an appropriate stance and help frame the content for reflection.

During the Organizing and Integrating phase, experienced supervisors widen the conversation from immediate issues to the bigger picture. The connection making, generalizations, applications and personal learnings that emerge at this phase increase the likelihood of transfer of new awareness and insight. This is the true test of learning-focused conversations. Building habits of reflection and supporting transfer of and applications of learning is a critical responsibility for supervisors.

Creating reflective practitioners is an important aspect of the supervisor-teacher relationship. Formal, structured opportunities to do so make a powerful contribution to developing this disposition. Note that the Reflecting Template is designed to elicit personal discoveries, as well as new learning about teaching practice.

Learning-Focused Conversations

A Template for PLANNING and PROBLEM-SOLVING



ACTIVATING AND ENGAGING

CONTEXTUAL INFORMATION
- When thinking about this (lesson, presentation, issue, event), what are some of the dynamics that are influencing you?

INFORMATION ABOUT THE EVENT
- What are some of your questions and interests regarding this (lesson, presentation, issue, event)?

PRESENTING ISSUES/CONCERNS
- What are some of your concerns about this (lesson, presentation, issue, event)?

PERSPECTIVES AND PERCEPTIONS
- As we start to think about ____, what are some of the perspectives that will help us to see a fuller view?

ORGANIZING AND INTEGRATING

CONNECTIONS
- What are some ways that this experience fits within the larger picture for this year?

GENERALIZATIONS
- If you were going to give this (plan, issue, problem) a title, what might it be?

APPLICATIONS
- What do you want to be most aware of as you begin this (lesson, presentation, issue, event)?

PERSONAL LEARNING
- What are some learning goals for you that you might keep in mind during this experience?

EXPLORING AND DISCOVERING

GOALS AND OUTCOMES
- As you think about your (lesson, presentation, issue, event) what are some of the goals you have in mind?

INDICATORS AND EVIDENCE OF SUCCESS
- What are some things you anticipate you will see or hear as your goals are being achievcd?

APPROACHES, STRATEGIES AND RESOURCES
- Given this opportunity to think through your plan, what are some actions you might take to ensure success?

POTENTIAL CHOICE POINTS AND CONCERNS
- What are some variables that might influence your actions and outcomes?

Learning-Focused Conversations

A Template for REFLECTING

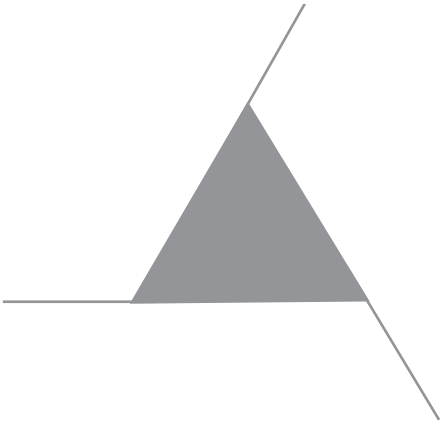
ACTIVATING AND ENGAGING

CONTEXTUAL INFORMATION
- As you reflect on this event, what are some things that come to mind?

INFORMATION ABOUT THE EVENT
- What are some of the factors that influenced what happened?

PRESENTING ISSUES/CONCERNS
- Given your recollections, what are some of the things that capture your attention?

PERSPECTIVES AND PERCEPTIONS
- What are some of the things you are noticing about your own reactions to this event?



ORGANIZING AND INTEGRATING

CONNECTIONS
- What are some ways that this experience fits within the larger picture for this year?

GENERALIZATIONS
- Based on this experience, what advice would you give to someone about to do something similar?

APPLICATIONS
- What are some of the things that you are taking away from this experience that will influence your practice in the future?

PERSONAL LEARNING
- What are some of the things you are learning about (yourself, your students, this curriculum, this unit, this aspect of your teaching)?

EXPLORING AND DISCOVERING

WEIGH PRIORITIES
- Given your impressions, what might we focus on that will be most useful to you?

SEARCH FOR PATTERNS
- As you reflect on this event, what are some patterns of which you are aware?

COMPARE/CONTRAST
- How might you describe any differences between what you anticipated and what occurred?

ANALYSE CAUSE-EFFECT RELATIONSHIPS
- Choose one significant element in this event. What might have been some of the things that caused that?

Navigating Within and Across the Conversation Templates

We offer a metaphor of 'map' for the Conversation Templates. A map defines boundaries, clarifying what belongs inside and what is external to the territory. So, too, do these structures provide clarity about the parameters of the conversation. In this way, when used skillfully, they are especially time efficient, allowing either colleague to return to the agreed upon purpose(s) of the meeting. A map also can be shared, so both parties know what territory can be explored and what routes are possible—whether we take the same path each time, or vary it. Further, while each area on a map is clearly defined, we may choose to apportion our time visiting several neighborhoods, or spend most of it concentrated in one or two. In fact, once the suprvisor and teacher have had some experience with the Conversation Templates, they are rarely applied linearly. That is, moving from one arena (establishing goals and outcomes) to another (potential choice points) and then to a third (indicators of success) and then back to the first (for more goals and outcomes) is quite common. It also makes sense, frequently, to navigate across the templates—drawing from past experiences, or reflecting, while developing a plan. Or finishing a reflecting conversation with questions for applying new learning to a future plan.

Balancing Support with Challenge

As described above, the Planning and Reflecting Templates offer a structure to supervisor-teacher conversations. These guides enhance the efficiency of meeting time by providing a shared focus. They also serve as learning scaffolds, allowing novices to internalize the thinking protocols that guide experts when they plan and reflect about their own practice. The questions and ways of thinking that are explored during structured conversations become an internal voice for novices when they are working independently.

As a result, after several applications of the Conversation Templates, the teacher comes to a planning or reflecting meeting prepared to respond to the challenging questions of the supervisor. This readiness and confidence sets the stage for increasingly rigorous conversations about teaching practice and increasingly effective solutions to the inevitable challenges of classroom life.

Using Quick Forms

When the time, attention, or opportunity for a formal planning, reflecting, or problem-solving conversation is not available, there are other ways to facilitate a teacher's thoughtful participation in learning-focused interactions. Practical and simply-structured protocols will save time and effectively balance support with challenge. Using these Quick Forms signals our expectations that, while we are very willing to provide support, we are not expecting to do all the thinking or problem-solving

for our teachers. We consider these strategies to be scaffolds. That is, just as the construction metaphor suggests, they are structures to support a learner in reaching higher than they could without it. It also suggests that these scaffolds are temporary and adjustable, being moved where and when they are needed, and ultimately removed altogether. The three examples below require brief preparation prior to a scheduled meeting and can be applied in a variety of ways.

3 - 2 - 1

3 - 2 - 1 offers a structured approach for teachers to organize thinking and focus communication. The information can be written on an index card, or note pad. Or, if a teacher is keeping a log or journal, the 3-2-1 structure offers an effective format for entries. Because it is so versatile, we use 3-2-1 for planning, reflecting and problem-solving. For example, prior to planning, ask a teacher to jot down three possible goals for the lesson (or unit), two specific success indicators and one strategy that might be used. Or, at the end of class, after teaching a new strategy, ask for three things that were noticed about the students' learning, two surprises and one new understanding. As a problem-solving support, ask for three ways to think about the problem (or three perspectives on it), two potential contributing or causal factors, and one possible solution.

Asking a busy teacher for six pieces of information makes the task doable while appropriately placing the responsibility for defining the problem or gathering the necessary information on the teacher.

Stem Completions

Fill-ins, or stem completions, build confidence in responding to open-ended questions while honing a teacher's thinking skills. Use the same stem completion regularly and consistently, for example, every Friday a teacher might fill-in the following:

> "The most interesting thing that happened this week was . . . " or, "One thing I'd never do the same way again is . . . " or, "This week, I was pleasantly surprised by . . . " or, "I discovered that . . . "

Or vary the stem to exercise and focus specific cognitive outcomes, such as comparison. For example, "Some things that are the same about teaching reading and teaching math are . . ." Stem completions also serve to facilitate professional vision. Generate stems that require articulation of values. For example, "The most important thing a teacher can do for struggling students is . . . " or "A priority for me as a learning-focused teacher is . . ."

Stem completions support and challenge thinking and provide a quick start for purposeful supervisor-teacher interactions. They also develop the important habits of reflective, value-driven professional practice.

P+ M- I*

The P+ M- I*, or Plus, Minus, Interesting Frame, developed by Edward DeBono, supports reflection, self-assessment, and evaluative thinking. A three column sheet is used to record the Pluses, or positive aspects, of an event, plan or situation; the Minuses, or negative aspects; and the

Interesting or intriguing ideas that are neither plus nor minus. For example, a new teacher might do a P+ M- I* on a solution he or she is considering, or for a plan to try a new classroom management system. The P+ M- I* can be used to reflect upon a unit that was just completed or a recently conducted parent conference.

When You Can't Meet 'Face-to-Face'

There are times when it is difficult for supervisors and teachers to schedule meeting time. However, this obstacle doesn't eliminate the need for on-going communication. We can maintain communication using some traditional and some novel methods to keep in touch. Of course, communicating by telephone or e-mail is one way to touch base without a formal meeting. Notes in the school mailbox and memos through district mail services are also channels for communication. To enhance these methods, get in the habit of using the 3-2-1, stem completions, P+ M- I* or other structures to facilitate clear, concise communication while exercising the important thinking skills these structures require.

In addition to those described above, use the following Quick Forms for enhancing supervisor-teacher communication when meeting is not possible or must be delayed.

Double-Entry Journals

Taking a page from classroom-based literacy strategies, Double-Entry Journals also work well for supervisors and teachers. The teacher enters a dated entry in the left hand column; the supervisor responds in the right hand column and returns the journal to the teacher. This simple exchange can work to provide a quick tip in a timely fashion, increase a teacher's confidence in a choice or decision, or offer the emotional support of knowing someone is connected and listening.

Questions of the Week

A variation on the Double-Entry Journal, the Question of the Week has a similar format. That is, two columns are used; the left-hand columns are labeled by days of the week, the right hand column is for the mentor's response. The Questions of the Week strategy offers the novice a chance to ask a question at the end of each day, or on particular days when questions arise, and leave it at an agreed upon spot (e.g., in the supervisor's mailbox, or on her desk). In many cases, the supervisor then offers a quick response or resource or, if necessary, suggests a phone call or meeting.

The time frames for this strategy can be modified in many ways. For example, a Question of the Week could be a Friday ritual with the teacher looking forward to a response on Monday morning; or, change to Questions of the Month or Marking Period and so on.

The Mindful Memorandum has a priority gauge that directs the supervisor's attention to the teacher's level of need. In addition, it requires concise, organized communication on whether the topic is an urgent problem or an interesting anecdote.

Mindful Memorandum To: From: Date:

Hottest Topic of the Moment:

Questions/Concerns/Successes

Priority Gauge:

☐ Need To Talk Now! ☐ When You Can, But Soon ☐ Whenever

Supervisor's Response

To: From: Date:

Response/Comments:

Data-driven Feedback

OBSERVATIONS	**A** _____	**B**_____	**C**_____	**D**_____
Twelve of 30 students didn't participate	That really didn't go well.	I didn't think that went well.	The lesson was unsuccessful because you didn't plan well.	What were some of the things you noticed about student participation?
All of the students followed your directions and stayed on task for the entire lesson.	That was a great lesson.	I thought that was a great lesson.	You really prepared.	What are some aspects of the lesson that pleased you?
When you spoke to the class, most of the students leaned forward and several asked their neighbors what you were saying.	Your voice was too soft.	Your voice was too soft for me to hear.	You spoke softly to get the student's attention.	What are some connections you are making between your voice and student learning?

EXPLORING STUDENT WORK PRODUCTS

Directions: Ask teachers to collect samples of student work (in a given content, over a specified period of time works well). Ask processing questions such as those below to stimulate thinking.

MATERIAL COLLECTED (Work Sample(s):

COGNITION: IDENTIFICATION
What are some things you're noticing about _____?

What are some examples of _____you see in this work?

COGNITION: CAUSE-EFFECT
What's your hunch about student readiness/ preparation and the quality of this work?

What are some choices you made that led to the success of this product?

COGNITION: ANALYSIS
How does this student's work compare to what you might have predicted?

What are some patterns you're discovering across these student work samples?

How do these work samples compare to standards (internal and external)?

Scenarios

1. A second-year teacher is having difficulty managing a group of fifth graders. Classroom routines are not obvious, instructional goals and objectives are unclear. So far, she has not sought the counsel of others. Parents are starting to notice, based on their children's comments, that things are not right. Something needs to happen before the situation deteriorates much further. What are some of the central issues here and where might you begin?

2. A teacher who has many years of experience is reluctant to apply the current district protocols for teaching reading. He claims to be satisfied with the instructional repertoire he remembers his own teachers using. "After all", he says, "it obviously worked for me". He sees no reason to spend time on what he calls "the latest fads". There are few disciplinary referrals from his classes. To the casual eye, all is well. What are some of the issues and possible approaches that might apply to this situation?

3. A first year teacher is having difficulty being accepted by members of her middle school team. She is enthusiastic about her new career and is bursting with ideas to share and explore with her new colleagues. During graduate school, she was particularly excited by the literature on the power of collaboration and the effects of collegial cultures on student learning. So far, she has been rebuffed or ignored every time she brings up an idea for discussion at team meetings. What are some of the ways you might intervene in this situation?

4. A high performing teacher on your staff is significantly out ahead of the rest of her department in terms of her ability to engage students in meaningful learning experiences and in terms of student achievement measures. She is not the most collaborative colleague though and is somewhat resented by her colleagues. What are some of ways you might address this situation?

5. A teacher new to your school is having difficulty mastering the mathematics curriculum. After a time, it becomes apparent that his own lack of mathematics knowledge is the limiting factor. He is attempting to stay ahead of the students but is often unable to answer questions outside that day's lesson. He is trying to stick to the teachers' manual but does not always understand the explanations and sample problems. What are some possible approaches to this issue?

Jump Start Your Learning

Five Sure Starters

1. Start from a collaborative/ coaching stance
2. Sit in physical alignment
3. Start with a paraphrase as your first response
4. Share suggestions/ ideas using a pattern of What, Why & How
5. Ask your partner to summarize at the end of the conversation

Five to Grow On

1. Share your suggestions/ ideas only on an as needed basis
2. Intentionally use language that invites thinking
   (simple substitutions: the—some; is—seems; could—might)
3. Select a third point to focus interactions
4. See through the teacher's eyes: notice what s/he notices, as well as what s/he does not notice
5. Save time to reflect on process/relationship

Five to Accelerate Learning

1. Ask more than tell
2. Share your own learning goals to model continuous learning
3. Listen to your listening (blocks to understanding; internal attention)
4. Monitor and assess your supervison skills (rubrics, journals, action research)
5 Shift to a balcony view

Supervisor's Skills: Primary Trait Rubric

Purpose: This self-assessment scale organizes specific attributes and skills for each element of the linguistic toolkit. It provides baseline data for goal-setting and a convenient way to identify strong skills and areas for development.

Applications: Use this rubric to identify goals and monitor programs.

Directions:

1. Complete the Rubric without the aid of any print materials.

2. For the skills that you rated 'unaware', use the text to learn more about that skill.

3. Set and record learning goals; add some strategies for skill development, as well.

4. Revisit the rubric at regular intervals, perhaps every other month, to monitor your progress.

Variations: Use this rubric with a learning partner. Set goals and agree to practice and share strategies for success throughout the school year.

Tip: Use this rubric in combination with a video. Tape yourself conducting a learning-focused conversation. Watch the videotape; then rate your skills. If possible, tape several conversations for a richer data pool.

Supervisor's Skills: Primary Traits Rubric *(continued)*

Name _____ Date _____

Attending Fully	Unaware	With Conscious Competency	Flexibly and Fluently
Apply physical alignment			
Matching posture			
Matching gesture			
Physical referencing			
Matching breathing (depth, duration, rate)			
Apply vocal alignment			
Matching intonational patterns (volume, inflection)			
Matching pace of language			
Attending to word choice/with intentional match or mismatch			
Able to recover when focus is lost			

Attending Fully	Unaware	With Conscious Competency	Flexibly and Fluently
Listen to understand			
Listen without interruption			
Listen non-judgmentally, without • personal referencing • personal curiosity • personal certainty			
Listen for assumptions, inferences, problem frame, perceptions, perspectives			

Supervisor's Skills: Primary Traits Rubric *(continued)*

Inviting Thinking	Unaware	With Conscious Competency	Flexibly and Fluently
Use invitational stems which include:			
An approachable voice (intonation)			
Plural forms			
Exploratory language			
Presume positive intention			
Maintain non-judgmental stance			
Embed positive presuppositions			

Sustaining Thinking	Unaware	With Conscious Competency	Flexibly and Fluently
Pause/ Use Silence			
Pause to allow time for thought • after asking a question • after hearing a response to allow for additional information • before making a response or asking a question			
Paraphrase			
Apply paraphrase within a pattern of pause/paraphrase/question			
Apply paraphrases that: • acknowledge and clarify emotion • acknowledge and clarify content • summarize/organize comment • shift level of abstraction			

Supervisor's Skills: Primary Traits Rubric *(continued)*

Sustaining Thinking *(continued)*	Unaware	With Conscious Competency	Flexibly and Fluently
Inquire			
Use nondichotomous forms (no yes/no)			
Use language to focus on specific cognitive processes			
Invite metacognitive thinking			
Ask questions that produce new insights and applications			
Probe			
Ask questions to clarify explanations, ideas, anecdotes, generalizations			
Ask questions to examine inferences, assumptions, implications, consequences			
Surface specific examples, non-examples			

Outcome Mapping

What follows are several ways of envisioning the mental processes of outcome mapping. In each case the sequence of thinking is important. The desired state (outcomes and behaviors) must be defined before identifying necessary internal resources. These must be defined before any solution strategies are explored. Select language forms that most effectively communicate to you and those wiht whom you work the strategic thinking of outcome mapping. Ultimately you will arrive at 8 major statements:

1. The **presenting problem** is ...

2. The **student learning goals are**..

3. The **desired student behaviors** are ... (See & Hear -- Products and Performances)

4. The **internal resources students need to produce the desired student behaviors** ... **(**Knowledge, Skills, Attitudes)

5. The **desired teaching behaviors** are ... (See & Hear -- Products and Performances)

6. The **internal resources teachers need to produce the desired teaching behaviors** ... **(**Knowledge, Skills, Attitudes)

7. The **desired supervisory behaviors** are ... (See & Hear -- Products and Performances)

8. . The **internal resources supervisors need to produce the desired supervisory behaviors** ... **(**Knowledge, Skills, Attitudes)

Two Tips

1. After listing behaviors in step 3 above, select **a few** as starting points . Selection criteria might include a.) Those most likely to be easily and successfully achieved, and b.) Those which might have the greatest ripple effects on other desired behaviors.

2. Test behaviors in steps 3, 5 and 7 against the following criteria: a.) Stated in the positive; b.) Outcome is achievable, c.) It's ecological: It's safe for a person's values, belief system. If achieved, the person will not be hurt or damaged (emotionally, professionally, etc.). Congruent with the person; d.) Observable in sensory experience. Can tell if it has occurred. Note: The behaviors become an important underpinning for assessing success. These should provide both quantitative and qualitative measures of success.

Outcome Mapping

Instructional Focus

4. Internal resources students need to produce the desired behaviors Knowledge, Skills, Attitudes	**3. Desired student behaviors** See & Hear Products & Performances	**2. Student learning goal(s)**	**1. Presenting problem**

Outcome Mapping

Supervisory Focus

Instructional Focus

8. Internal resources supervisors need to produce the desired behaviors Knowledge, Skills, Attitudes	**7. Desired supervisory behaviors** See & Hear Products & Performances	**6. Internal resources teachers need to produce the desired behaviors** Knowledge, Skills, Attitudes	**5. Desired teaching behaviors** See & Hear Products & Performances

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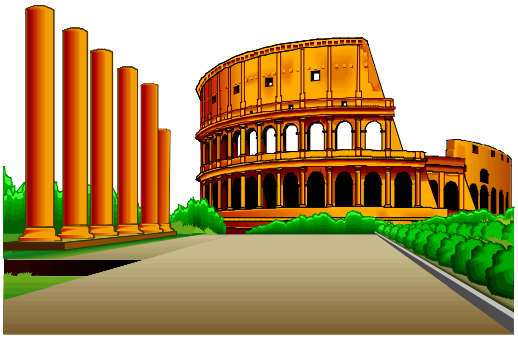
City Landmark Partners

Make an appointment with 4 different people—one for each landmark. Be sure you each record the appointment on your page. Only make the appointment if there is an open slot at that spot on each of your forms.



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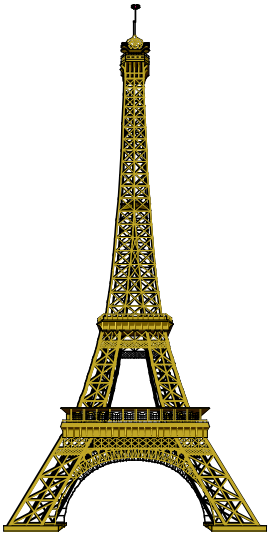

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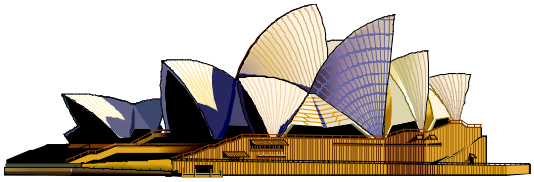

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