Icebreaker Ideas

Pick a picture

The picture should be related to the topic of the evaluation. Talk about the picture and how it relates to your role on the project.

Example: "How can you relate your role in this science teaching project to this picture of different plants and animals interacting in an ecosystem?"

Respond to a prompt

This can serve as pre-work for other evaluation findings.

Example: "What does an engaging classroom look like?" can be used as a question to prepare participants to review classroom observation findings—it offers a standard for comparing findings.

Recall relevant personal experience

This can prime participants to think more deeply about a topic.

Example: "Recall and talk about a time when you were influenced by a coach or mentor." This prompt can be used to prepare participants to develop a rubric to evaluate effective coaching conversations.

Who's in the Room?

Every evaluation situation and context is different, but here are some questions you might want to ask yourself while you are structuring a group for a meeting to share findings.

- Who can make decisions that support implementation of actions based on evaluation findings?
- Who has lived or had on-the-ground experiences that will help interpret findings?
- Who is the intended recipient of the evaluation (or program you are evaluating) and how are they represented in the meeting?
- What different perspectives and experiences are in the room?
- How does your group composition help surface the voices and/or experiences of those who are traditionally underserved?
- Are you holding the meeting at a time and place that will work for all the people you want to have there?

Example Facilitator's Agenda

[Name of group]
Date, e.g. September 2, 2019
Time, e.g. 10:00 a.m. – 12:00 p.m.
[Location]

Participants:
[List names here]

Facilitators:
[List names here]

[Insert any relevant links here]

Example Activities:

1. **Icebreaker 10 min**

2. **Data Dashboard ([Name of facilitator] – 10 min)**
   - Walk through dashboard at the beginning
   - Work in pairs to look at the dashboard – guiding questions – what jumps out at you? What questions do you have? 15 min
   - Debrief after (guiding questions – what did you learn? what did you like? how does it compare to the data memo? How do you think you might use it? Lisa to record answers on chart paper 15 min

3. **Observations and self-report comparison** (**[Name of facilitator] – 30 min**)
   - Show graphs and figures (5 min)
   - Give worksheet with observation items
     - o Work in small groups – How can we support participants to act on these findings? (10 min)
     - o Whole group discussion (15 min)

4. **Interview protocols ([Name of facilitator] – 30 min)**

   - What do we need to know from participants at this point to make sure the grant closes successfully?
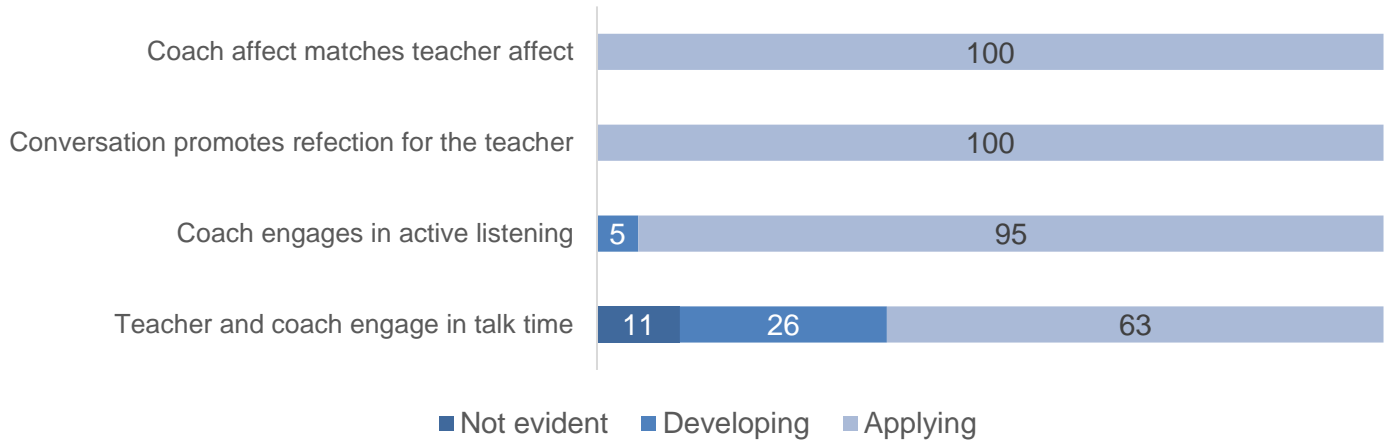
5. **Closing (5 min)**
   What do you want to know at the end of this year that you don't know now?
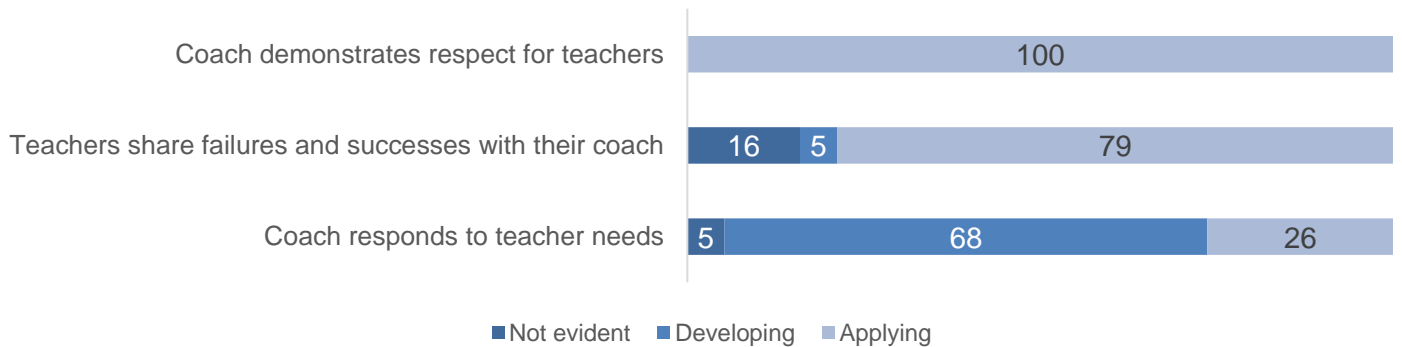
Example Coaching Rubric Worksheet
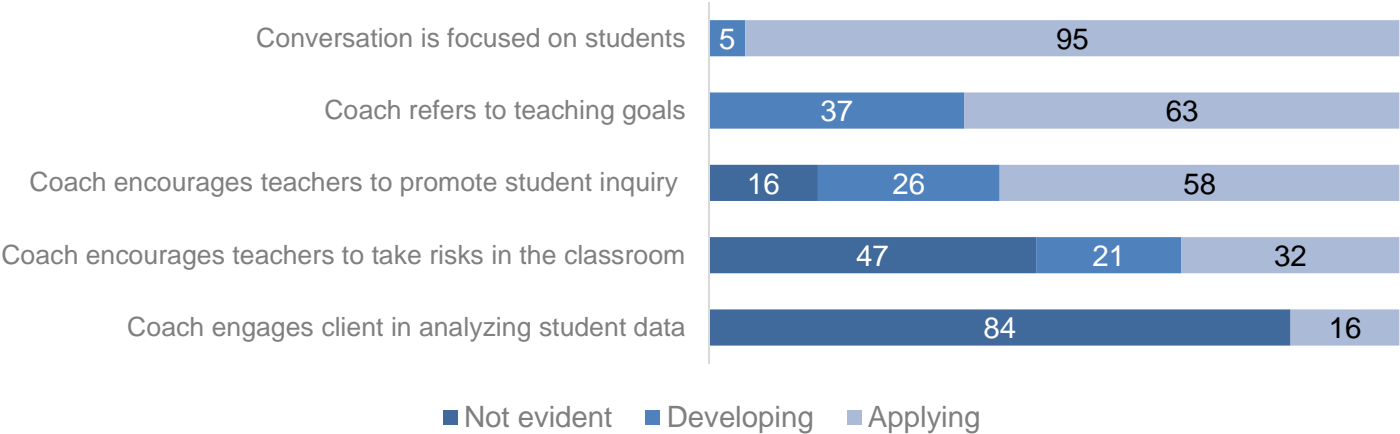
Coaching Conversations Ratings

Item	Not evident	Developing	Applying
Coach affect matches teacher affect			100
Conversation promotes refection for the teacher			100
Coach engages in active listening	5		95
Teacher and coach engage in talk time	11	26	63

■ Not evident ■ Developing ■ Applying

Source: Instructional Coaching rubric. N=X observations of X coaches, typically two observations per coach

Coaching Relationship Ratings

Item	Not evident	Developing	Applying
Coach demonstrates respect for teachers			100
Teachers share failures and successes with their coach	16	5	79
Coach responds to teacher needs	5	68	26

■ Not evident ■ Developing ■ Applying

Source: Instructional Coaching rubric. N=X observations of 10 coaches, typically two observations per coach

Coaching Craft Ratings

Statement	Not evident	Developing	Applying
Conversation is focused on students		5	95
Coach refers to teaching goals	37		63
Coach encourages teachers to promote student inquiry	16	26	58
Coach encourages teachers to take risks in the classroom	47	21	32
Coach engages client in analyzing student data	84	16	

■ Not evident ■ Developing ■ Applying

Source: Instructional Coaching rubric. N=X observations of X coaches, typically two observations per coach

What stands out to you from these data?	What surprises you about these data?
What actions, if any, do you want to take based on these data?	

Example Coach Interview Protocol Worksheet

What do we need to know from coaches at this point?

What should we ask about…?

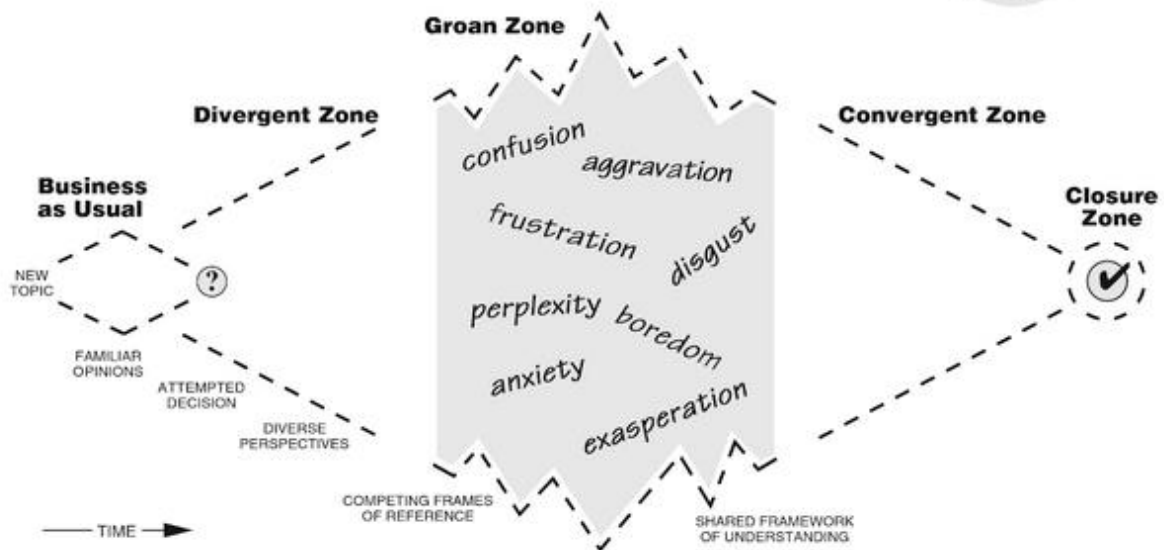| |
|---|
| **Working with teachers** *(e.g. How do you work to support your client's different needs? How do you incorporate professional development into your work with teachers?)* |
| **Training and support** *(e.g. In what ways could the program leadership better support you? In what ways has your coaching evolved?)* |
| **Curriculum** *(What do you think your clients will most need help with implementing the new curriculum? What do you think you can do to support your clients in working on the new curriculum?)* |

Modified appreciative inquiry cycle for difficult data discussions
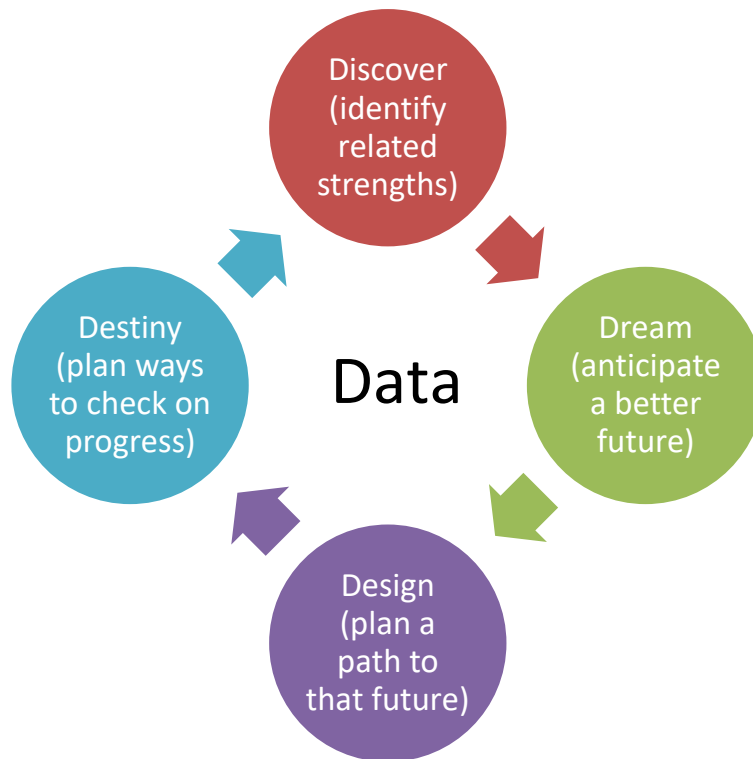
Source: Author modification of appreciative inquiry cycle described in Cooperrider, D. L., Whitney, D., & Stavros, J. M. (2005). Appreciative Inquiry Handbook: The First in a Series of AI Workbooks for Leaders of Change Brunswick.

FACILITATING SUSTAINABLE AGREEMENTS

THE AGONY OF THE GROAN ZONE

Groan Zone

Divergent Zone

Business as Usual

NEW TOPIC

FAMILIAR OPINIONS

ATTEMPTED DECISION

DIVERSE PERSPECTIVES

TIME

confusion
aggravation
frustration
disgust
perplexity
boredom
anxiety
exasperation

COMPETING FRAMES OF REFERENCE

SHARED FRAMEWORK OF UNDERSTANDING

Convergent Zone

Closure Zone

Source: Kaner, S. (2014). *Facilitator's guide to participatory decision-making*. John Wiley & Sons.

Resources

Appreciative Inquiry

Stavros, J. M., Torres, C., & Cooperrider, D. L. (2018). Conversations Worth Having: Using Appreciative Inquiry to Fuel Productive and Meaningful Engagement. Berrett-Koehler Publishers.

Whitney, D., & Trosten-Bloom, A. (2010). *The power of appreciative inquiry: A practical guide to positive change.* San Francisco, CA: Berrett-Koehler Publishers, Inc.

The center for Appreciative Inquiry: https://www.centerforappreciativeinquiry.net/

Liberating structures

Lipmanowicz, H., & McCandless, K. (2013). *The surprising power of liberating structures: Simple rules to unleash a culture of innovation*

http://www.liberatingstructures.com/

Improvement Science

Langley, G. J., Moen, R. D., Nolan, K. M., Nolan, T. W., Normam, C. L., & Provost, L. P. (2009). *The improvement guide: A practical approach to enhancing organizational performance.* San Francisco, CA: Jossey-Bass.

https://www.carnegiefoundation.org/our-ideas/six-core-principles-improvement/

Facilitating groups

Garmston, R. J., & Zimmerman, D. P. (2013). Lemons to lemonade: Resolving problems in meetings, workshops, and PLCs. Corwin Press.

Kaner, S. (2014). Facilitator's guide to participatory decision-making. John Wiley & Sons.

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EXEMPLARY COACH RESPONSES

Thinking about your work this week, what is one new insight you have about your coaching?

Exemplary coaches were able to **celebrate their successes** while acknowledging where they had knowledge **gaps** or **room for improvement**.

> *"I need to be sure to let go of things. For example, when I can't get responses back from a client, I need to remember that I have given every opportunity for them to be successful. Then just let go and let them take some control."*

> *"I continue to try to balance patience with pushing. For example, Curriculum Day this week had us inviting teachers to make a shift to an upcoming lesson to make it more guided or open inquiry. While some think we have gone over this too many times, I suggest that there are still many reasons why we do not see these shifts in practice."*

Provide an example of how you used something you learned from professional development in your coaching this week.

Exemplary coaches described **specific new approaches to coaching** they learned through professional development, and they articulated how those approaches would **impact teacher and student outcomes**.

> *"The text-dependent questioning training on Monday provided me with some skills and procedures to 'drill down' on how to improve student reading and comprehension."*

> *"I am very intrigued by argument-driven inquiry, as well as infographics. Both concepts have the potential to support client goals and to re-energize some classrooms that have students copying rote definitions and information from websites that are entirely driven by the teacher."*

Who did not change as a result of coaching this week, and what will you do differently next week to facilitate positive changes?

Exemplary coaches demonstrated **patience and persistence** while working with resistant teachers to facilitate positive change.

> *"Based on some of my reading this week and discussions, making the goal the center of the conversation—with everything coming back to what students are doing—is the most important thing to focus on to facilitate change. I continue to remind myself to be patient, to be positive, and to pay attention to my verbal and nonverbal language."*

> *"I have a client who did not change his thinking this week [as] it pertains to students … I know, as his coach, that I need to keep an inquiry stance while also trying to find resources to help him transform."*

Thinking about your work with a teacher who is very dissimilar to you, how did you differentiate your coaching to reach the needs of this teacher during the last week?

Exemplary coaches considered **listening** to be the key to overcoming dissimilarities and identifying solutions.

> *"Rather than having questions set up with a specific purpose and ending in mind, I left the meeting very open. I wanted this client to think about and talk about what she felt was the most important. This was extremely beneficial, and I have never had such a meaningful conversation with her!"*

> *"As a coach, and as I read in the Jim Knight 'Instructional Coaching' book this week, the key is to be a listener and to engage any and everybody in sharing their story."*

When did your coaching feel effective today? What made it feel that way?

1. Coaching works best when both the coach and teacher are **actively involved** and **well prepared**.

2. Coaches feel most effective when they have asked **good questions**.

3. Evidence of **progress toward achieving goals** makes for an effective coaching session.

4. Exemplary coaches are able to describe **specific tasks or activities** they helped with during coaching.

5. Effective coaches **move at the right pace for teachers**—too fast would mean teachers are not ready, but too slow would inhibit progress.

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Evaluation Questions

What types of activities are coaches doing, and how much time are they spending on each one?

- How much time do coaches spend observing grantee classrooms?
- How much time do they provide professional development to nongrantees?

What are some characteristics of exemplary coaching?

- What activities and practices do exemplary coaches have in common?
- What themes emerge in exemplary coaches' reflections?

Data Sources

- Client classroom observation log
- Grant nonparticipating coaching log
- Four questions from the Coaching Reflection Log
- One question from the Science Coaching Log

Coach Activities

Coach self-reported activities between August, 2015 and December, 2016

	Fall 2015	Spring 2016	Fall 2016	Examples
Classroom observations				
Number of coaches reporting observations	7	8	9	Observation and feedback
Average number of observations	8	9	15	Coverage for client to attend PD
Minimum number of observations	4	1	6	Assistance with participatory class activities
Maximum number of observations	11	15	24	
Grant non-participant PD				
Number of coaches reporting PD	7	8	8	Helping grant applicants
Average number of PD reports	19	16	13	Presenting Pearson program features
Minimum number of PD reports	1	2	3	Presenting 3 Elements of an Effective Science Lessonw New teacher check-ins
Maximum number of PD reports	44	28	31	Science fair judging/assistance

# Human Growth and Development Course Mark Analysis

A total of 7,457 middle and high school students received a letter grade in a Human Growth and Development (HGD) course (Table 1). Fifty percent of those students earned an A, 87 percent earned a C or better, and 13 percent earned a D or an F (Table 1). The most common grade earned was an A, followed by an A minus.

Table 1. Distribution of HGD letter grades

Course Mark	Number of students	Percentage
A	2,274	30
A-	1,485	20
B	1,163	16
B-	908	12
C	688	9
D	602	8
F	337	5
Total	**7,457**	**100**

Middle school students earned higher marks in HGD classes than did high school students (Figure 1). Fifty-eight percent of middle school students earned an A compared to 34 percent of high school students. Additionally, only 9 percent of middle school students received a D or an F compared to 20 percent of high school students.

*Figure 1. HGD course mark by grade level*
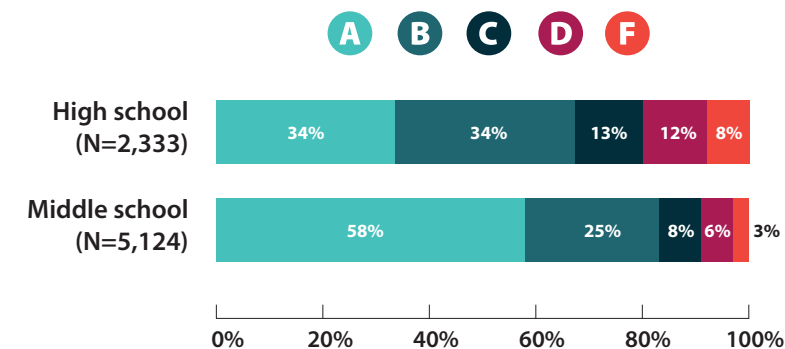
Asian and White students earned higher marks in HGD classes than did American Indian, Black, and Hispanic students (Figure 2). Among Asian and White students, 64 percent earned an A and 7 percent earned a D or an F. American Indian, Black and Hispanic students earned much lower marks. For example, 34 percent of American Indian students earned an A and 31 percent earned a D or an F.

Figure 2. HGD course mark by race and ethnicity

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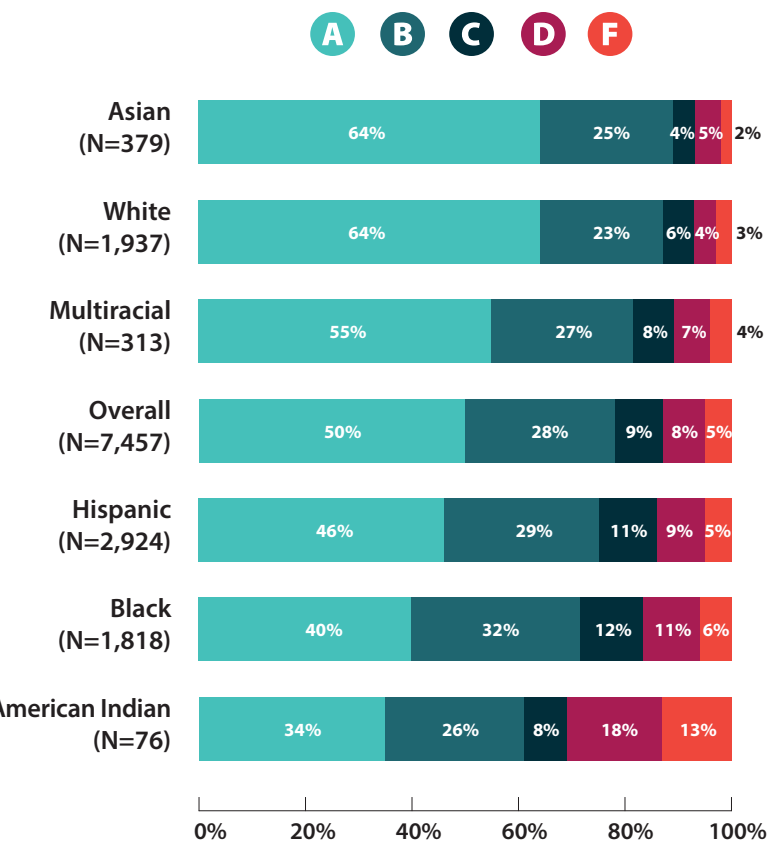
Compared to their peers, students who qualify for free or reduced-price lunch (FRPL), special education students, and English learner students earned lower marks in HGD classes (Figure 3). The largest discrepancy was between special education and non-special education students: Only 26 percent of special education students earned an A, compared to 55 percent of non-special education students. Special education students also had a much higher proportion of students who earned a D or an F (27%) than did non-special education students (9%). These patterns were similar for FRPL and English learner students. Both groups of students were less likely to earn an A or B in their class and more likely to receive a D or an F.

Figure 3. HGD course mark by FRPL, special education, and English learner status
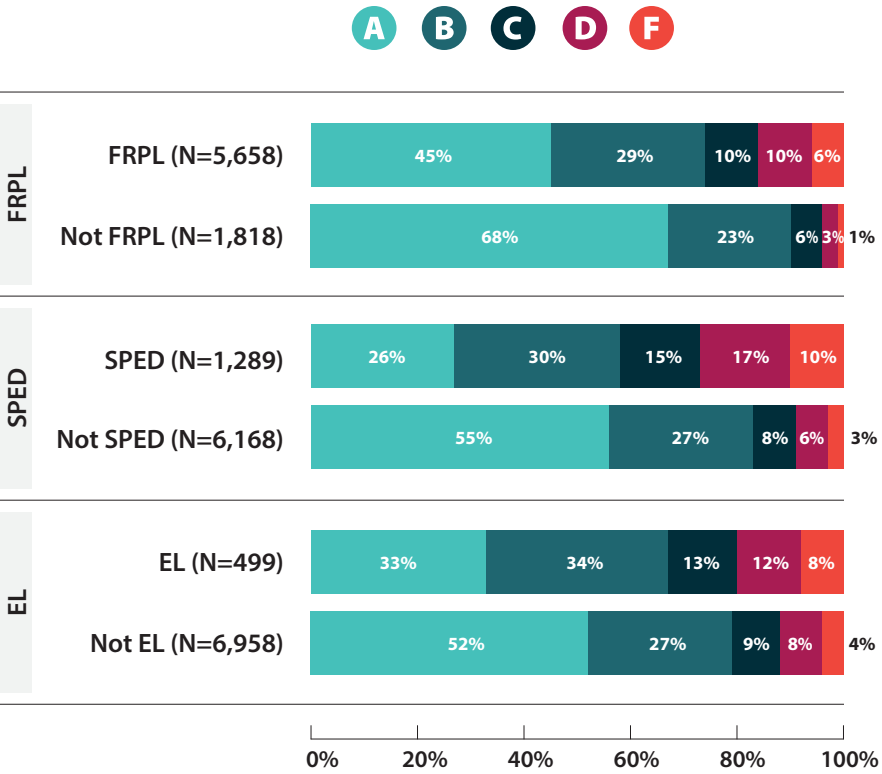
In general, male students earned lower marks than female students (Figure 4) in HGD courses. Eighteen percent of males earned a D or an F compared to only 8 percent of female students. However, this gap is almost entirely associated with race/ethnicity: Twenty-two percent of male students of color[1] earned a D or an F in their class compared to 10 percent of White male students. White male students performed almost as well as female students of any race/ethnicity.

Figure 4: HGD Course mark by student gender
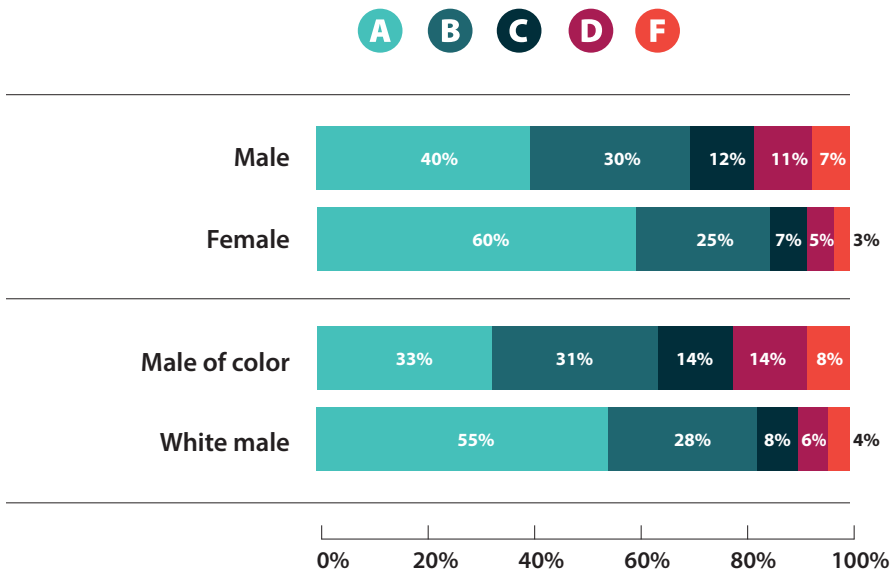
Overall, 19 percent of high school students who enrolled in an HGD course took an honors-level class.

FRPL, Black, and Hispanic students were underrepresented in honors-level courses, while non-FRPL, Asian, and White students were overrepresented (Figure 5). FRPL students made up 71 percent of the students who attended a high school that offered an honors-level HGD course and kept course data, but only accounted for 46 percent of the students who actually took an honors-level HDG course. In contrast, non-FRPL students made up only 29 percent of the overall sample, but represented 54 percent of the students who actually enrolled in an honors-level HGD course.

Figure 5. Participation in honors-level HGD courses in relation to percent of sample
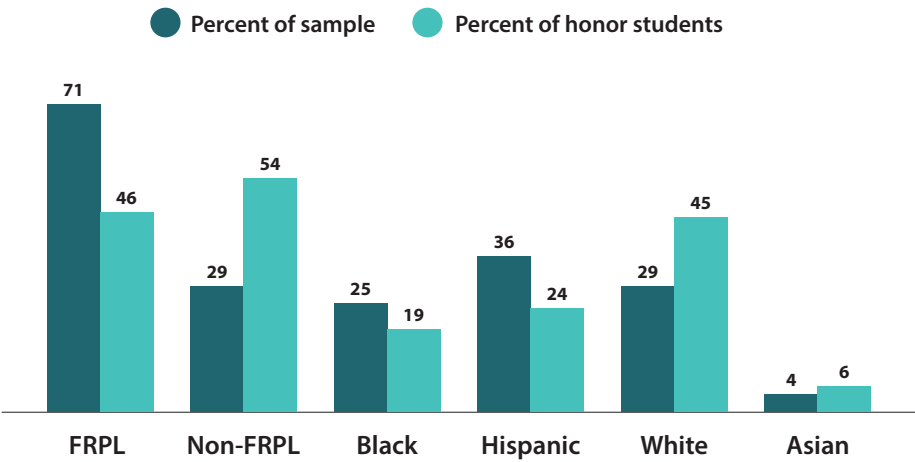
[1] *Includes American Indian, Black, and Hispanic students.*