**QRT Text Analysis**

**Coaching Language**

July 20-21, 2015

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| **Q - Question**What questions / wonderings did you have as you were reading?* What is a “third point” and how is it helpful?

Third Point = Third party (person) or a piece of literature, a tool, a data set, something external the coach references. Also, the standards themselves, learning target, sample student work.* How do you notice and name the “power” issue?

We must recognize that others perceive us as “different” even if we don’t. Watch our language – keep “I” out of it. Pay attention to the message itself. Define roles from the beginning of the year. Questioning helps here. Ask the question: “I think you may be uncomfortable … do you want to talk about what’s going on?”* How can we get administrators on board with deeper conversations in specific PLCs?

Maybe share the article with them, some shared coaching ideas the whole team will use with PLC groups. Consider differentiating for different levels of PLCs: do all need to do the exact same thing? (do ALL need notebooks, etc.) Maybe administrators could be the ones who are attending meetings, seeing where teams are, and differentiating expectations of what gets turned in.* How do you *question* and not “tell” the teacher about a glaring issue?

- “I wonder”/”I Notice” statements, Clarifying questions. - Concentrate on the data itself, not a personal judgement. - Actually ask, “Would you like me to give you a suggestion?”- Point out a success first. |
| **R - Reactions**What reactions arose as you were reading this article?* The significance of questions, data
* Considering both ends of the discussion
* Practicing/preparing ahead of time, before the conversation
* Keeping questions/statement/conversation objective
* FOCUSING ON STUDENT LEARNING
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| **T - Target Connections**How could you adapt these communication strategies to use in supporting PLCs at your school?* The role is not to judge or to take back to admin – teachers need to know this *isn’t* what we do.
* Be non-judgmental and professional at all times. Don’t discuss one PLC with another. (Unless you are sharing successes). Build relationships peers can count on.
* Be *authentic* in our questioning.
* Appreciate & celebrate small movement.
* We need to share the continuum document with our colleagues.
* Maybe the first question we should ask is “Where are we in this process?”
* Keep in mind that our literacy/instructional coaches are team members, too
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