

Coaching>Collegiality>>Collaboration

Instructional Peer Coaching for Collegiality and Collaborative Learning

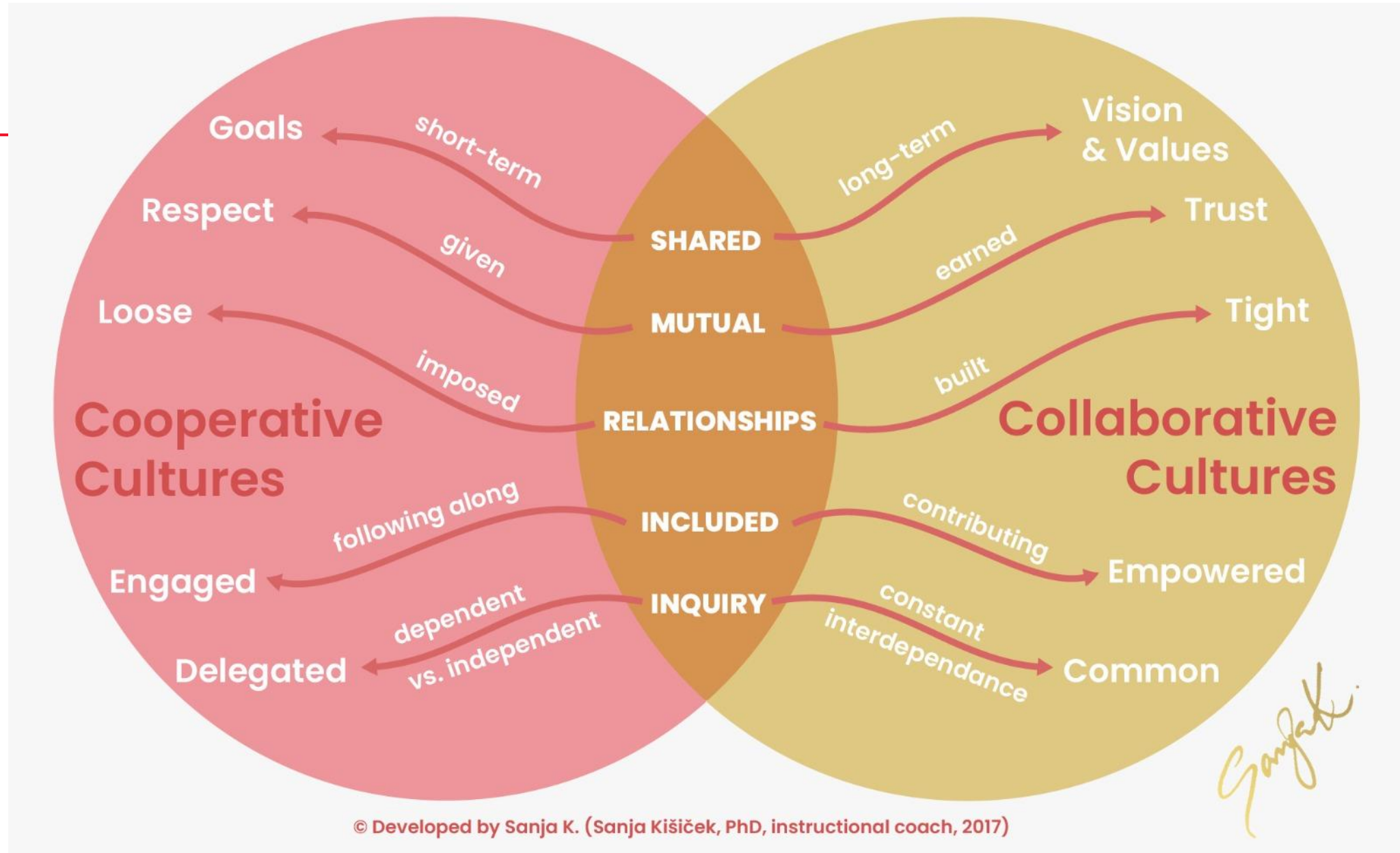
Sanja Kišiček, PhD, Assistant Professor

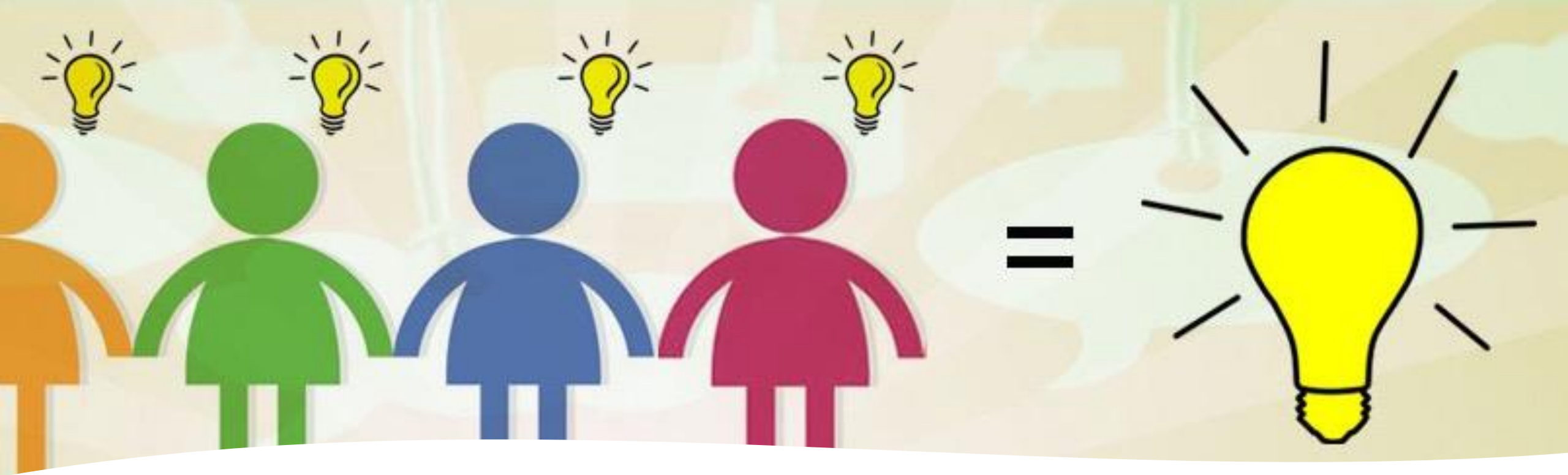
Center for Teacher Education

Center for Cognitive Science

Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

Breakout Rooms





Collaborative Learning

- Students interact with one another
- Constructivist learning theory
 - Learning experiences
 - Learner engagement
- Reciprocal coaching relationships

Academia Master Class

Unpacking teaching and learning in English,
communication and collaboration and
instructional peer coaching.

DAY 2

Presentations

Public Speaking

Student Engagement

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My Practice

(Formative Assessment)

- Applicable to all Bloom's levels:
 - remembering
 - understanding
 - applying
 - analyzing
 - evaluating
 - creating



Questions on Padlet - general:

1. Have you used any innovative methods in assessing student learning?
2. What innovative methods have you used for assessing student learning?
3. What do you think of **reciprocal peer coaching** as your formative assessment method as of now?

https://padlet.com/sanja_kisicek/coaching-collegiality-collaboration-3uin05o74i9ahcoc

(open this link, questions 1-3)



Assessment Practice

- Instructional Peer Coaching for Collegiality and Collaborative Learning
 - innovative strategy for reflection and assessment
 - works with students and faculty and staff
- **Two main segments:**
 1. collegial dialogue communication pattern in 4 steps with question prompts and examples (we'll touch on this today)
 2. observation protocols - different protocols for observation and reflection (extension, separate workshops)



Mentoring vs. Coaching

Mentor	Coach
Speaks declaratively	Listens, asks questions
Shows	Leads
Dominates	Observes



Learning Outcomes

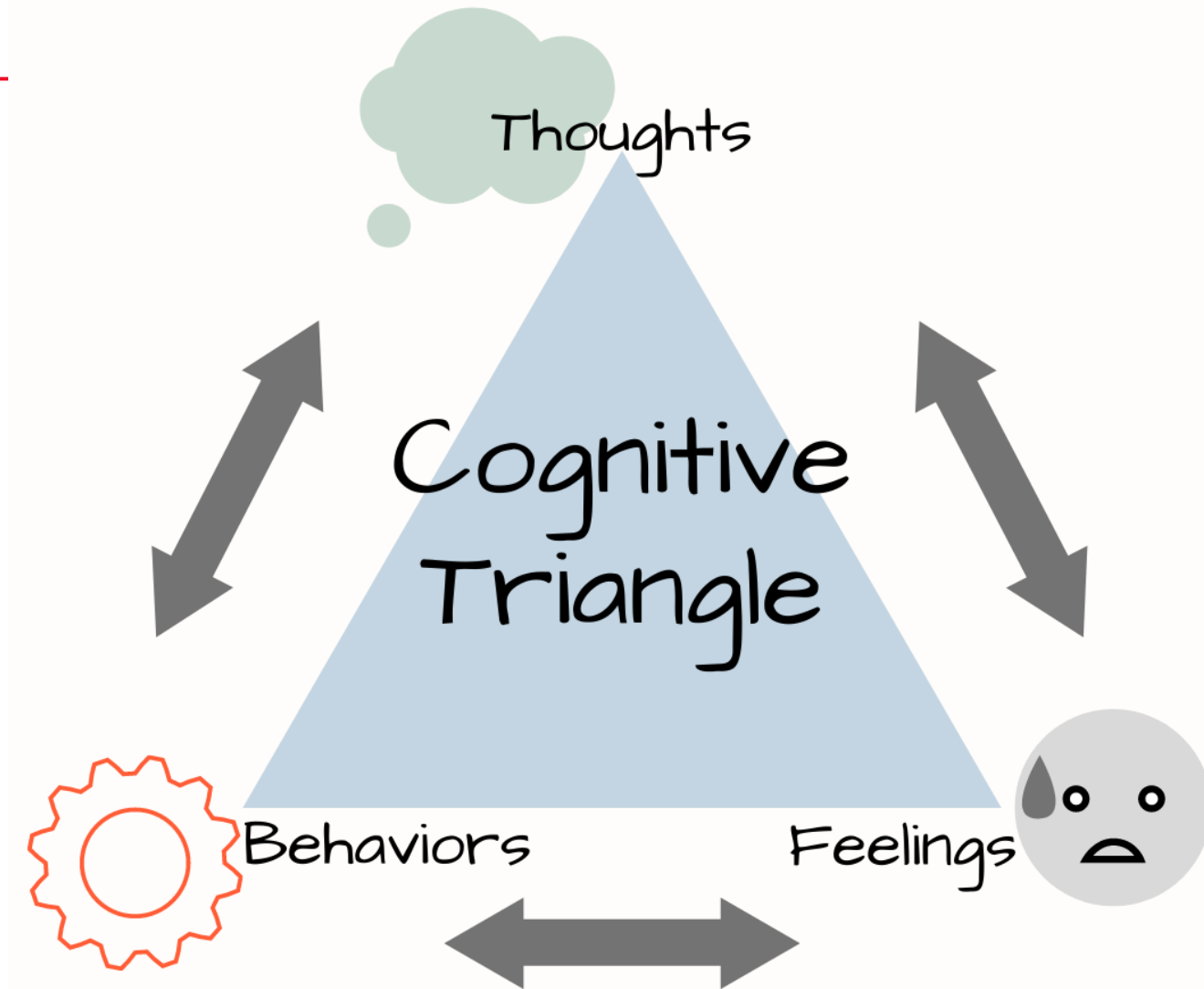
At the end of this webinar you will be able to:

1. lead collegial dialogue to support students and colleagues communicate and collaborate effectively
2. teach giving and receiving peer feedback
3. explore reciprocal peer coaching



Application of this method

- formative assessment (students)
- conflict resolution (colleagues (and students))
- expanding thinking around dilemmas (all)
- voicing disagreement (all)
- brainstorming ideas (all)
- differentiation (per interest and readiness)





Recipe for Reciprocal Coaching

Main goal is to expand thinking!!! (solving problems occurs as a result on its own)

COLLEGIAL DIALOGUE STEPS:

1. Listen actively & paraphrase
2. Ask clarifying question
3. Ask probing questions
4. Give feedback

Cue Cards with question prompts
provided on next slides





COLLEGIAL DIALOGUE STEPS:

- 1. Listen actively & paraphrase**
- 2. Ask clarifying question**
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- 4. Give feedback**

1.



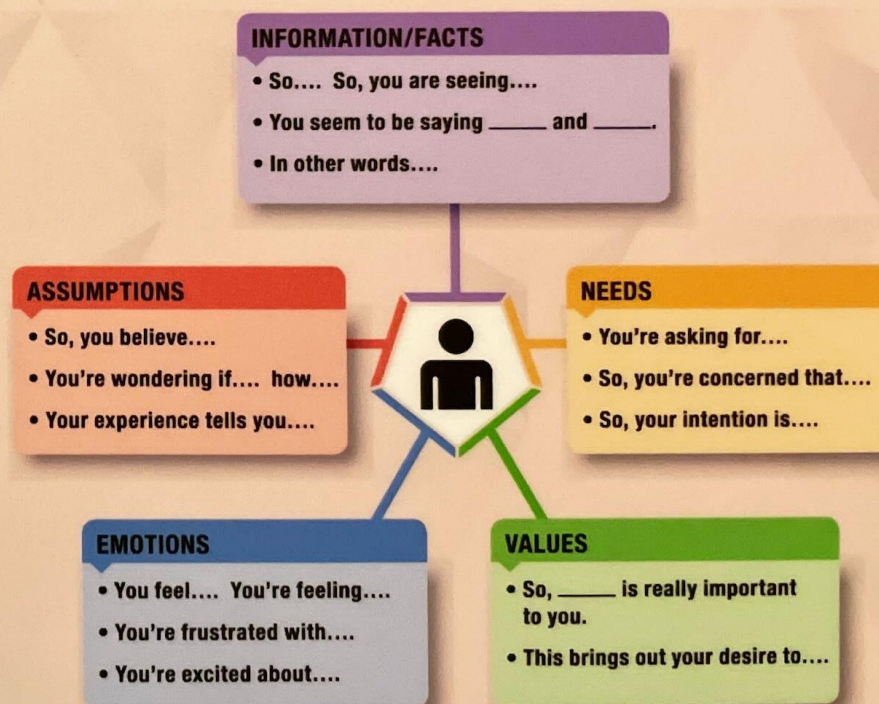
FOCUSED LISTENING

CHARACTERISTICS

- Builds understanding of the speaker's thoughts, emotions, needs, and goals.
- Demonstrates understanding by paraphrasing the speaker's words/thoughts.
- Paraphrased statements do not include "I" or end with a '?' or '!'.

HINTS: Try to listen from a non-judgmental, accepting stance; don't dispute, dismiss, or try to fix. After paraphrasing, look for the speaker to affirm or correct what you said, then follow up with a connecting question aimed at deeper understanding.

FOCUSED LISTENING STEMS: Surface to Deep Listening



2.



CLARIFYING QUESTIONS

CHARACTERISTICS

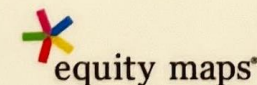
- Simple questions of fact used to gather more information.
- Allow presenter to be more specific and focused.
- Help participants to understand the situation.
- Responses are brief and factual.

POSSIBLE CLARIFYING STEMS INCLUDE

- Would you tell me a little more about...?
- Let me see if I understand....
- I'd be interested in hearing more about....
- Would you give me an example of...?
- Can you help me understand the conversation around...?
- Which? Who? What? Where? When?
- Specifically, how does this look?

CAUTION

- Avoid "Why" questions, which tend to elicit a defensive response.
- Avoid asking, "What other approaches have you considered?" because those may limit the group's thinking later.



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3.



PROBING QUESTIONS

CHARACTERISTICS

- Help move thinking from reaction to reflection and deeper analysis.
- Deepen and expand the presenter's thinking about the issue/s through divergent questions.
- Elicit an "a-ha...hmmmm" sensation of contemplation.
- Do not place blame on anyone. No "right" answer!

HINTS: Your goal here is not to offer suggestions. If you find yourself beginning with a suggestion or "right" answer in your mind, pause and try again.

POSSIBLE PROBING STEMS

- What is another way you might...?
- What was your intention when...?
- What is your hunch about...?
- What does this look like from ____'s point of view?
- How might your assumptions about ____ have influenced your thinking about ____?
- What would have to change in order for...?
- Why do you think ____ is the case?
- What do you fear? Want? Assume? Expect?
- What if resources of time and money were not limited?
- If you had a magic wand, what would you change?
- What do you wish...? How might...?
- What parts of your decision making worked best?
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- What if your situation were ...your favorite movie? ...a fairytale? ...flavored with ____? ...being solved by ____?

4.



WARM & COOL FEEDBACK

HINTS: First, make sure feedback is desired. Providing feedback is not about being right; rather, it is about presenting multiple options for the presenter/s to consider in order to improve their work. Provide feedback with care.

WARM FEEDBACK



Characteristics

- Supportive and appreciative statements about the work presented. What is effective? What is working well?
- Descriptive and specific to the work and focus question.
- Brings out strengths through evidence.

Warm Feedback Stems

- The way you/he/she ____ was very clear.
- Your/his/her passion can be seen in....
- I really like the way.... It was terrific when....
- The choice to ____ is very effective because ____.

COOL FEEDBACK



Characteristics

- Offer different ways the presenter can think about the work presented and/or raise concerns.
- Bring out areas of disconnect, question, or confusion.
- Offer suggestions without negative judgment.
- Precise, actionable, and constructive.

Cool Feedback Stems


- I wonder....
- I'm thinking about ____ and I wonder.... How might...?



Hands On Practice

- I need one volunteer
- Give me a scenario prompt, anything regarding your assessment practice challenges, and you and I will engage in a **collegial dialogue** based on the given scene
- We will follow “the recipe” outlined here:
 1. **Listen actively & paraphrase**
 2. **Ask clarifying question**
 3. **Ask probing questions**
 4. **Give feedback**
- We will use **Cue Cards!**

1.



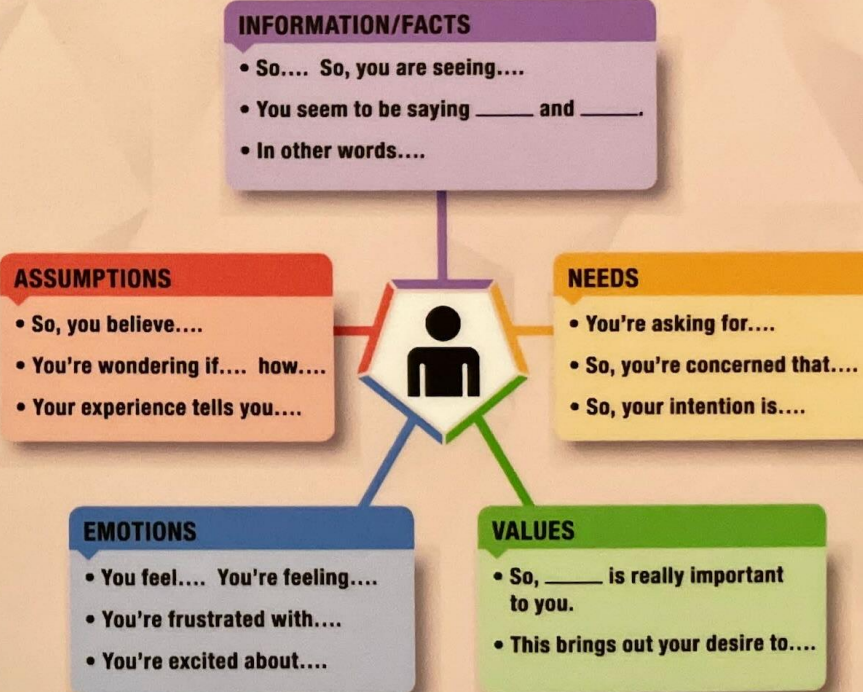
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FOCUSED LISTENING STEMS: Surface to Deep Listening



INFORMATION/FACTS

- So.... So, you are seeing....
- You seem to be saying ____ and ____.
- In other words....

ASSUMPTIONS

- So, you believe....
- You're wondering if.... how....
- Your experience tells you....

NEEDS

- You're asking for....
- So, you're concerned that....
- So, your intention is....


EMOTIONS

- You feel.... You're feeling....
- You're frustrated with....
- You're excited about....

VALUES

- So, ____ is really important to you.
- This brings out your desire to....

2.



CLARIFYING QUESTIONS

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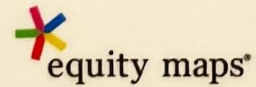
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Questions on Padlet – reciprocal coaching

4. What is your vision for using this method in your teaching practice?
5. What new ideas/strategies do you have for improving this assessment practice?
6. What would be most interesting for you to learn next in relation to reciprocal coaching?

https://padlet.com/sanja_kisicek/coaching-collegiality-collaboration-3uin05o74i9ahcoc

(open this link, questions 4-6)



Most important aspects

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Instructional Peer Coaching for Collegiality and
Collaborative Learning

1. non-evaluative
2. non-judgemental
3. critical for growth and success

Criteria for Assessment

○ **PRODUCT** CRITERIA

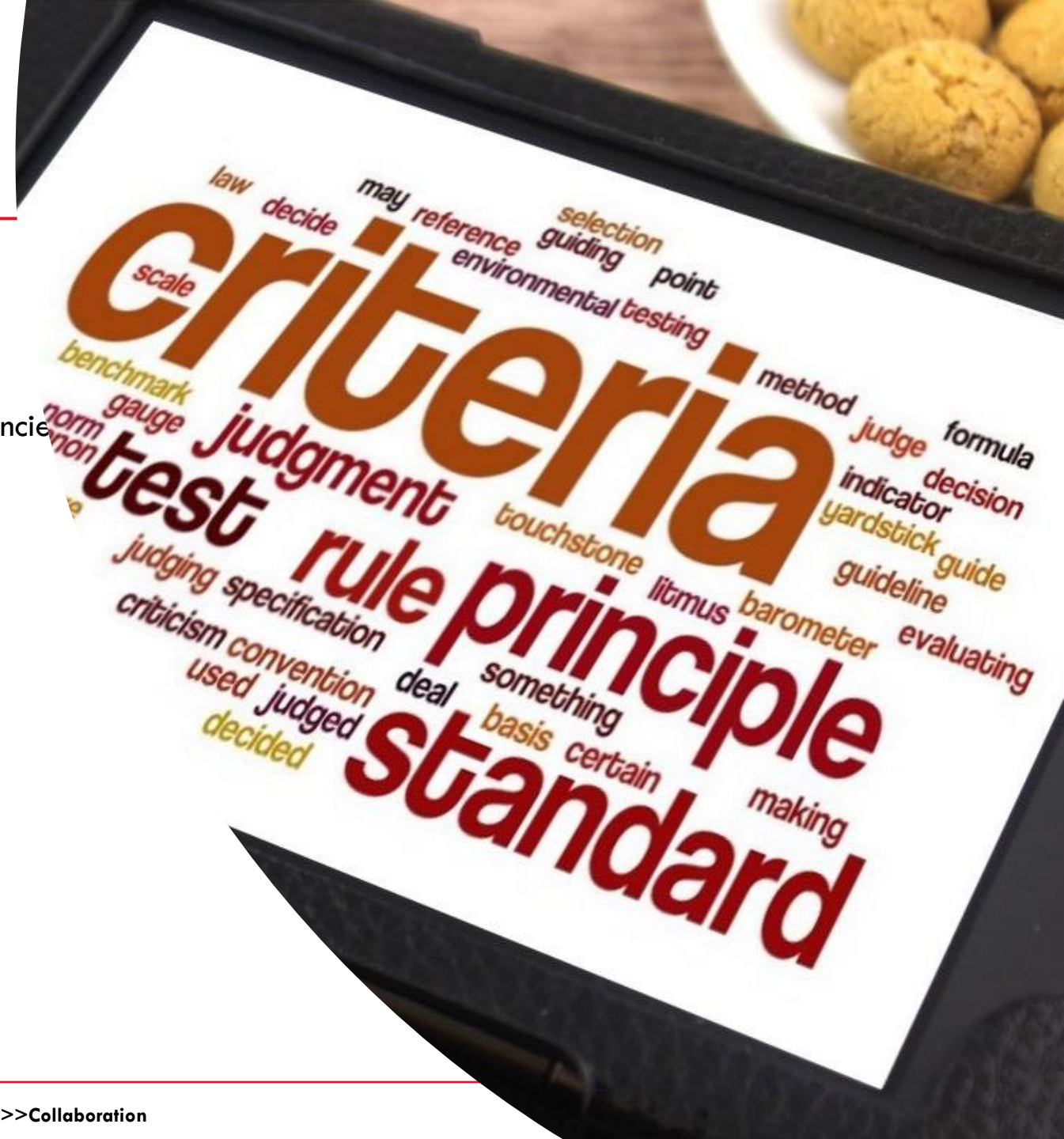
- specific academic learning goals, standards, or competencies
- examinations, projects, reports
- students' academic achievements

○ **PROGRESS** CRITERIA

- growth or development
- classroom environment
- relationships with colleagues

○ **PROCESS** CRITERIA

- behaviours
- performance on formative assessments, participation
- goal setting, perseverance, habits of mind or citizenship





Extended workshops might include:

- crafting different types of questions to support inquiry-based learning
- participating in facilitation protocols
- reflecting on practice and implementing peer observation protocols
- collaboratively reflecting on examples of peer work and implementing visible thinking routines
- developing a common understanding around formative and summative assessment and differentiation



Benefits

- the students enjoy authentic scenarios to practice collegial dialogue as a form of giving feedback
- this alternative assessment works as a means of reflective learning, with more focus on the formative assessment throughout the course, not a summative final check point
- it works in written form as well



3 levels of acknowledgement

1. **Compliment** – congenial & weak
2. **Recognition** – collegial, our colleagues can give us
3. **Approval** – desired, our supervisors can give us

What are YOU looking for?



Pitanje za vas:



How to **GIVE** *feedback*?



How to **RECEIVE** *feedback*?

Thank You! 😊



*I'd be more than happy to
connect with You!*

Sanja Kisicek, PhD, Assistant Professor

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