



Responsive Coaching: Listening and Engaging Through Crisis

May 1, 2020

COVID-19 Webinar Series



Share your name, role, and
school

What is one word to describe
how you're feeling today?

Put your response in the chat box.

The image shows a Zoom meeting interface. At the bottom is a black toolbar with icons for Join Audio, Stop Video, Invite, Manage Participants (with a '1' next to the icon), Chat, and Record. To the right of the toolbar is a white chat box with a yellow border. The chat box has a dropdown arrow at the top left, the word 'Chat' at the top right, and a text input field at the bottom with the placeholder text 'Type message here...'. A large yellow arrow points from the bottom center towards the chat box.

Zoom Etiquette



- Keep yourself on mute unless you're speaking
- Optional: turn your video on.
- Use the chat function throughout the webinar to ask and answer questions



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Access today's slides:
bit.ly/RespCoach050120

Today's Resources:
bit.ly/RCTes050120



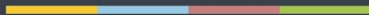
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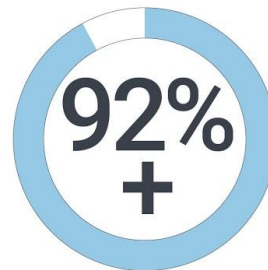
Hi! We are Education Elements



WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS

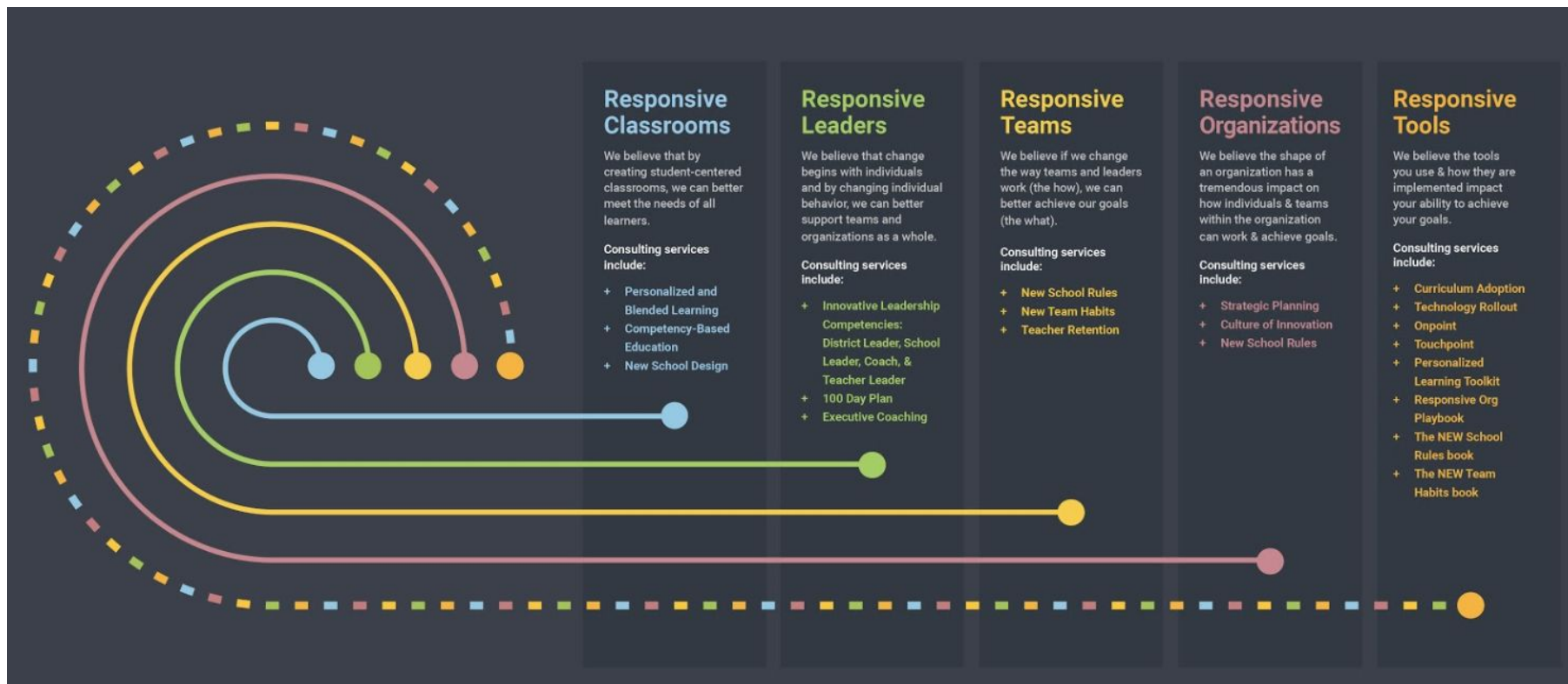


1000+
Schools
and Districts



of attendees find our
workshops excellent
or very good

Ways We Work With Districts



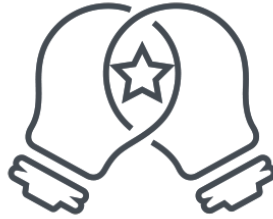
Objectives



- **Explore** strategies to nurture trust
- **Understand** our roadblocks to listening
- **Utilize** a responsive communication cycle to support teachers



KEEP AN
OPEN MIND



ASK QUESTIONS
AND SHARE



MEET YOURSELF
WHERE YOU ARE

Elements of Building Knowledge



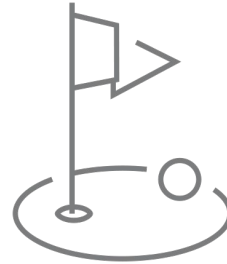
SPARK

Understand why this idea matters



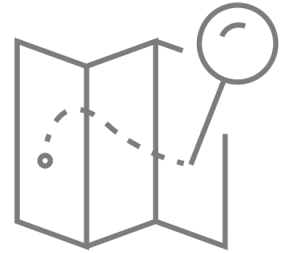
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

Try using the idea in small, safe ways to prepare for application



PLAN

Develop a hypothesis to test and determine the supports you need



SPARK

Understand why this
idea matters

Why did we do this webinar?



Times, they are a-changin'



A month ago, our work probably looked something like this.

Now it looks more like this...



...or maybe more like this.



Our Role As Coaches Has Stayed Constant

Maintaining a strong coaching relationship is more important than ever.

How might we recreate the feelings that were fostered in environments like this...



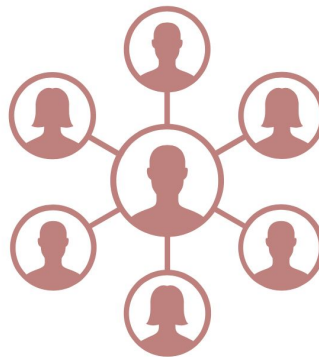
...when our interactions with our teachers has to happen in more isolated ways?

We are all experiencing a collective trauma.

During times of crisis, people need to feel a sense of...



SAFETY



CONNECTEDNESS

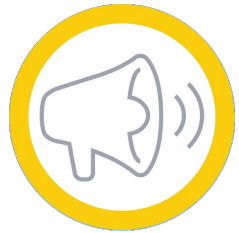


HOPE

Foundational Six Innovative Leadership Competencies



KNOW YOURSELF



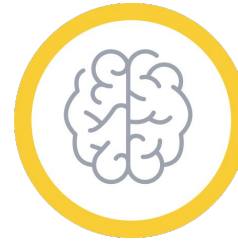
COMMUNICATE
CONSTANTLY



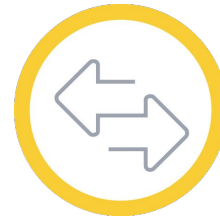
NURTURE TRUST



LISTEN DEEPLY



CULTIVATE
CURIOSITY



DECIDE
DELIBERATELY

Leadership with a trauma-informed lens



NURTURE TRUST



LISTEN DEEPLY



SAFETY



CONNECTEDNESS



HOPE

Factors of Traditional Education



Time



Space



Routines



Communication



Accountability

Brick +
Mortar

Teacher manages
schedule

Teacher guides
classroom layout

Teacher initiates
and guides
learning routines

Face-to-face
communication
and predictable
schedule

Teacher
continuously
monitors student
progress

Distance
Learning

Student or family
manages
schedule

Student and family
guide learning
space design

Teacher and
students share
creation and
practice

Two-way
communication

Student works
independently, and
teacher monitors
progress less
frequently

Example: space has shifted



Time



Space



Routines



Communication



Accountability



Reflection: How has your connection with teachers shifted in a virtual environment?



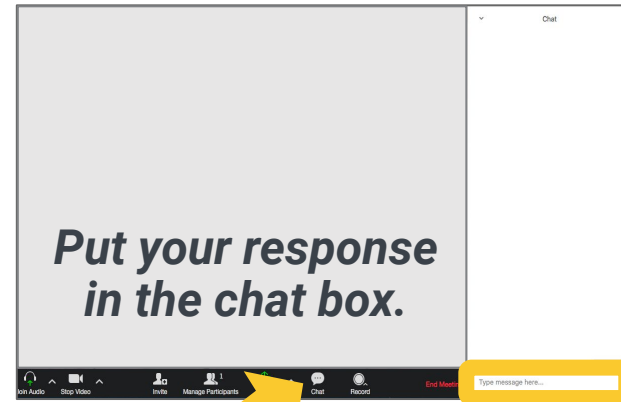
Draw or write a response on Padlet



bit.ly/RCPad050120



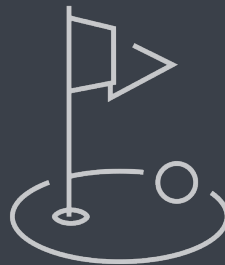
Or write in chat





EXPAND

Explore resources and
deepen knowledge
related to idea



PRACTICE

Try using the idea in
small, safe ways to
prepare for application

Nurture trust with a trauma-informed lens



NURTURE TRUST



LISTEN DEEPLY



SAFETY



CONNECTEDNESS



HOPE

“Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.”

-Amy Edmondson

In a low-trust environment

No one wants to look...

And they avoid this by...

IGNORANT

Not asking questions

INCOMPETENT

Not admitting weakness or mistakes

INTRUSIVE

Not offering ideas

NEGATIVE

Not challenging the status quo

In a high-trust environment

Psychological safety is strong...

Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes

So leaders model, normalize, and value...

Asking questions

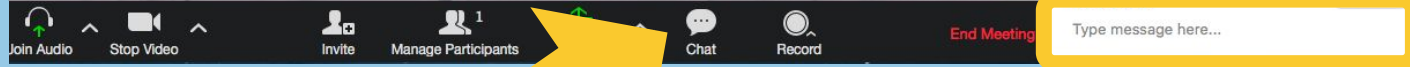
Admitting weakness or mistakes

Offering ideas

Challenging the status quo

What are some habits that you can or you have put in place to promote **psychological safety**?

Put your response in the chat box.

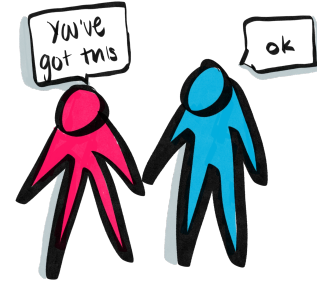


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Key Considerations For Nurturing Trust During Crisis



- Support Regulation
- Prioritize Relationships



- Nurture Trust and Offer Transparency
- Support Voice, Choice, and Empowerment



Support Regulation

- Regulation practices
- Modeling
- Name the thing

Distance Learning Guidance Document - Faculty Edition

Elementary PreK - 5 Schedule

Grades PreK K-5 Schedule

Asynchronous daily activities and lessons will be posted on the day the class meets by 8:30am.

The scheduled time is designated for individual or small group synchronous tutorials with parent permission.

TIME	MINDFUL Mondays K-5		Tues.	Wed.	Th.	Friday
8:30-9:30	Alternate Faculty Meeting/ Grade level meeting ENL, AIS, meet with grade level teacher	8:30-9:30	Literacy Block *AS Per Recommended Minutes Chart Below			
9:40-1:00	Planning/Professional Development	9:40-10:40	Math *AS Per Recommended Minutes Chart Below			
1:30-2:30	Virtual Hours For Students and Families	10:40-11:30	Virtual Hours For Students and Families			
8:30-1:30 Students will Make-up work Meditate Physical Activity Plan Week AIS Small group direct instruction		11:40-12:30	Science	Science	Social St	Social St
			*AS Per Recommended Minutes Chart Below			
		12:40-1:30	PE	Library	Music	Art
			*AS Per Recommended Minutes Chart Below			
Virtual Hours for Students and Families Small group instruction for students receiving AIS & ENL Stand-Alone 1:30-2:30						

*Chart that recommends the number of minutes students should spend on a lesson

Grade	PreK-1	2	3-4	5
Time Spent by student on specific class during the day	15 min per lesson Not to exceed 60 min daily	20 min per lesson Not to exceed 80 min daily	20-25 min per lesson Not to exceed 100 min daily	25 min per lesson Not to exceed 150 min daily

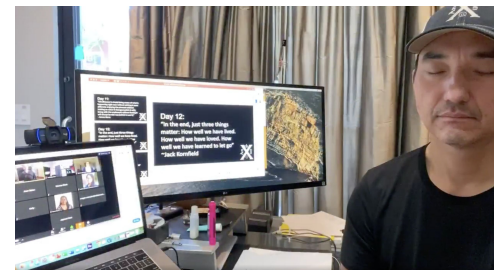
10

10


Anthony Kim @anthonx · Mar 28
 "There's only one reason why you're not experiencing bliss at this present moment, and it's because you're thinking or focusing on what you don't have.... But, right now you have everything you need to be in bliss."
 ~Anthony de Mello
[#mindfulnoticing](#) [#teamhabits](#)

Day 18:

"There's only one reason why you're not experiencing bliss at this present moment, and it's because you're thinking or focusing on what you don't have.... But, right now you have everything you need to be in bliss." ~Anthony de Mello



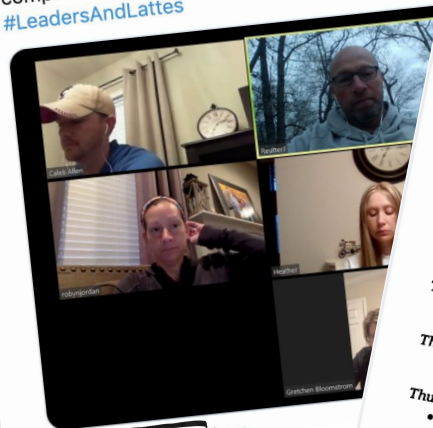
Prioritize Relationships



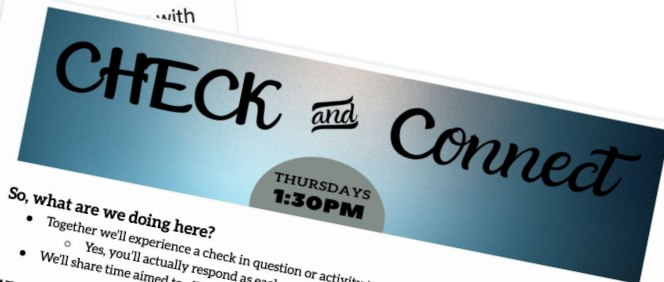
- Explain the why
- Help staff with predictability
- Reframe behaviors with grace



Jay Reutter @JayReutter · 22h
What a fantastic way to start the morning. Connect this group of rock stars is always amazing. They are compassionate, and dedicated to students and staff. #LeadersAndLattes



Calah
I've got this



So, what are we doing here?

- Together we'll experience a check in question or activity to connect with others weekly
 - Yes, you'll actually respond as each person has the opportunity to share (pass, if you must)
- We'll share time aimed to allow us to connect and support each other in leadership

Why join us?

- Take away useful strategies to build relationships with your staff and/or students
- Model and experience #OHBetterTogether: Connect with others - fill & keep your bucket full

**Subject to change*

Thursday, April 2nd - 1:30pm

- How are you feeling and what is your energy level?

Thursday, April 9th - 1:30pm

- What challenges are you facing? What wins -- big or small did you have this week?

Thursday, April 16th - 1:30pm

- What do you do to take breaks and recharge throughout the day?

Thursday, April 23rd - 1:30pm

- What has communication been like with students, teachers, administration?

Thursday, April 30th - 1:30pm

- What part of your role is most energizing? Most draining? Most purposeful?

Trust/Transparency

- Consistent Communication
- Explain the Why
- Show Strength and Sensitivity



rachel kernodle @rdkpickle · 1h

i really, really appreciate how the leaders at my school always start with a clear articulation of the “why” and the the priorities when making decisions/policies. here’s the intro to our updated grading policies for the semester

While no clear path emerged, what we know is that grading students at this particular time is challenging. In some cases, what we’re actually grading is students’ physical learning environments and equipment, how students respond to stress, and students’ adaptability—under extraordinary circumstances—to new and unexpected teaching and learning expectations. In addition, it remains incumbent upon us to continue to live our mission and create, even in these unprecedented times, “an environment of encouragement and compassion” while still holding on to the potential future consequences of any current grading decision. We are concerned that fully moving to pass/fail could create barriers to some colleges or universities, to scholarships that have minimum GPA requirements, and more. And yet holding our classroom grading policies constant while everything about teaching and learning has changed also doesn’t ring true.

So, while there is no perfect grading system—even in normal circumstances—Semester 2 grades will be calculated as described below.

Priorities

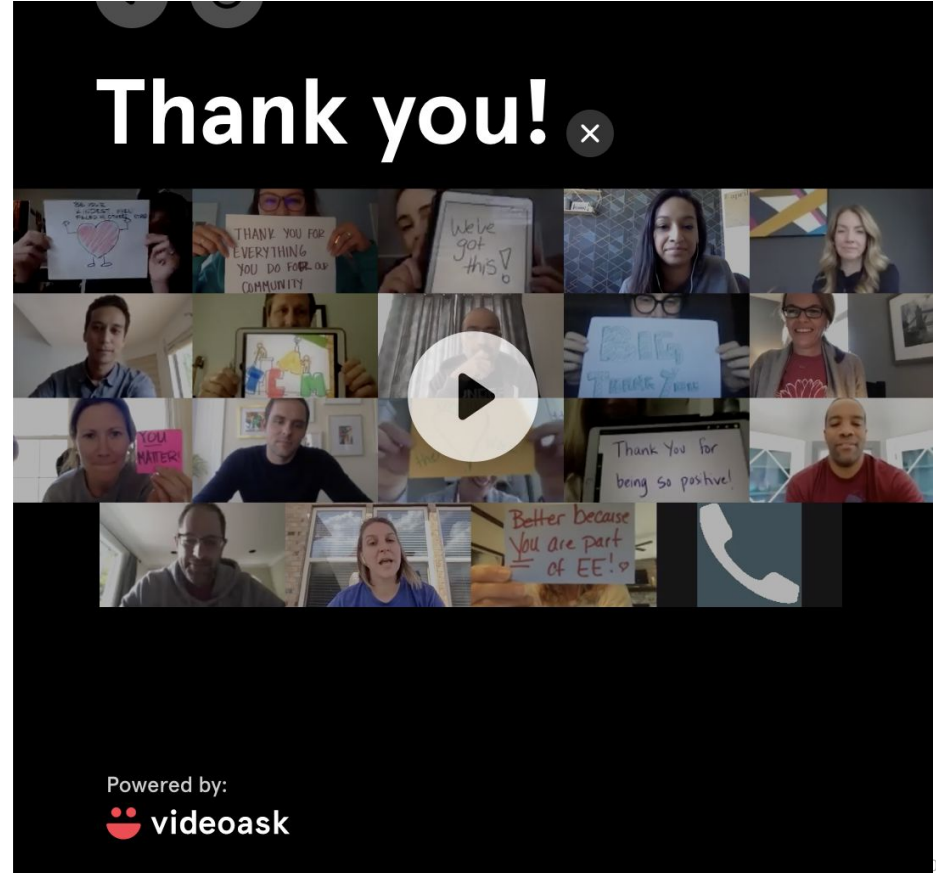
- Understand that grading during a crisis may be grading many things unrelated to student work
- Continue to give student feedback and grades that help give clarity to their level of knowledge and skills
- Avoid unintentionally disadvantaging students at a later date for things that are not in their control

Voice, Choice, and Empowerment



Solicit feedback from your team

- Surveys
- [Video Ask](#)
- Open-ended questions



Three Strategies to Try

Start each meeting with
a check-in question to
build space to share,
vent, and practice equal
talk time

Start and end with a
check-in + check-out

How are you?



End with puppy,
kitty, baby time



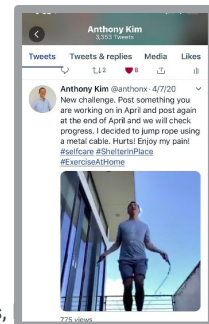
Leverage the shift in
time and space to
support in new ways

Co-teaching or
co-planning



Model trying new
things, admitting
mistakes, and sharing
learnings

Model vulnerability and
failings that are “safe
enough to try”



PLANNING



Trauma-Informed Practice	Tactic to Try	Who it Helps	When to Start
Support Regulation 			
Prioritize Relationships 			
Trust/Transparency 			
Voice, Choice, Empowerment 			





Share out: what is one idea you
want to try to promote trust
among your team?

Put your response in the chat box.



1



End Meeting

Type message here...

Leadership with a trauma-informed lens



NURTURE TRUST



LISTEN DEEPLY



SAFETY



CONNECTEDNESS



HOPE

Listening Deeply

“Listening is about being present, not just about being quiet.”

-Krista Tippett

Listening Deeply



Roadblocks to Listening Deeply

Source: © Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016



CONNECTION

I want to interject with a **connection** to what the speaker is saying.

FIX IT

I want to offer a solution, or some advice, or suggest something that can be done. I want to **fix it!**

DISAGREE

I want to interject with a **disagreement**---to discuss or debate something the speaker is saying.

QUESTION

I want to ask a **clarifying** question so that I can have more information or understanding. *OR:* I want to ask a **probing** question so that the speaker can explore his/her thinking more deeply.

UNCOMFORTABLE FEELING

I'm experiencing an **uncomfortable emotion** because of what the speaker is saying (I'm feeling annoyed, impatient, angry, judgemental, bored).

COMFORTABLE FEELING

I'm experiencing a **comfortable emotion** because of what the speaker is saying (i'm feeling caring, excited, enthusiastic, appreciative).

SPACING OUT

My mind is wandering to an **unrelated topic**---I'm spacing out or distracted by unrelated thoughts.

PLANNING AN EXIT STRATEGY

Considering options for how to get out of the conversation.

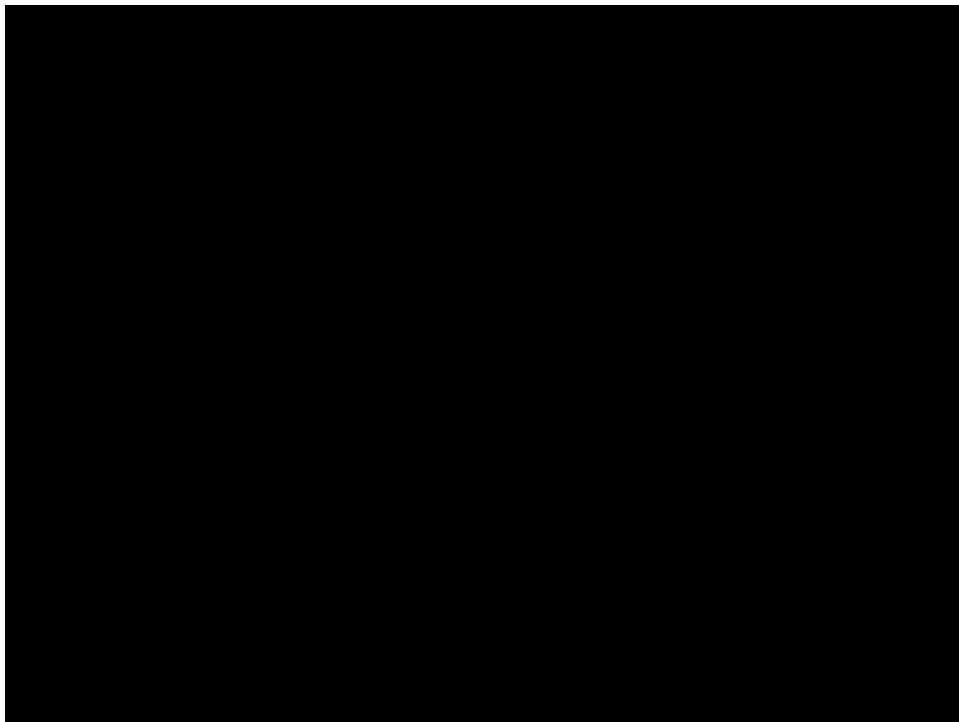
Roadblocks to Listening Deeply

As you watch the video, reflect on what kinds of listening activities your mind does, and check off the boxes as you notice your mind going into these places.

Listen Deeply: Roadblocks	
Mental Journey	✓ Which journey do I know I take? Why?
CONNECTION I want to interject with a connection to what the speaker is saying.	
FIX IT I want to offer a solution, or some advice, or suggest something that can be done. I want to fix it !	
DISAGREE I want to interject with a disagreement —to discuss or debate something the speaker is saying.	
QUESTION I want to ask a clarifying question so that I can have more information or understanding. <i>OR:</i> I want to ask a probing question so that the speaker can explore his/her thinking more deeply.	
UNCOMFORTABLE FEELING I'm experiencing an uncomfortable emotion because of what the speaker is saying (I'm feeling annoyed, impatient, angry, judgemental, bored).	
COMFORTABLE FEELING I'm experiencing a comfortable emotion because of what the speaker is saying (I'm feeling caring, excited, enthusiastic, appreciative).	
SPACING OUT My mind is wandering to an unrelated topic —I'm spacing out or distracted by unrelated thoughts.	
PLANNING AN EXIT STRATEGY Considering options for how to get out of the conversation.	
OTHER (Describe)	

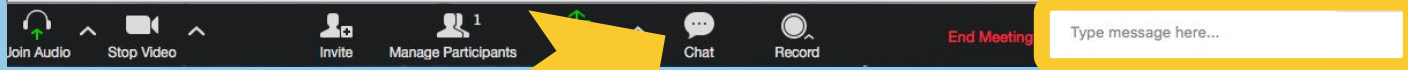


Listening Deeply: Roadblocks



What roadblocks did you
gravitate towards?

Put your response in the chat box.



The image shows a Zoom meeting interface. At the bottom, there is a black toolbar with several icons: a green arrow pointing up (Join Audio), a video camera icon (Stop Video), a person icon (Invite), a group of people icon with a '1' (Manage Participants), a speech bubble icon (Chat), and a magnifying glass icon (Record). A large yellow arrow points from the bottom center towards the Chat icon. To the right of the toolbar is a white chat box with the title 'Chat' at the top and a text input field at the bottom that says 'Type message here...'. The text 'End Meeting' is visible in red on the right side of the toolbar.

Listening Deeply: Expansive Listening

Source: © Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016



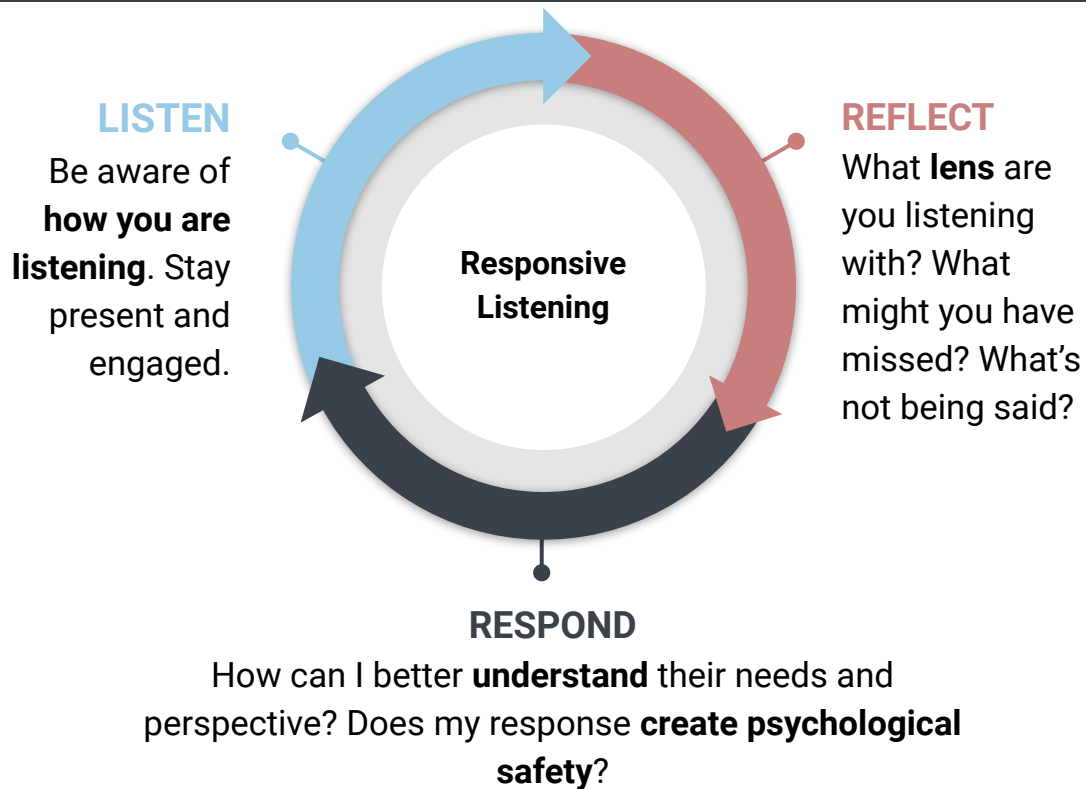
1. Of these various ways of listening, which one **resonates** most with you? Why?
2. How do you want to be listened to?

Listen Deeply: Expansive Listening

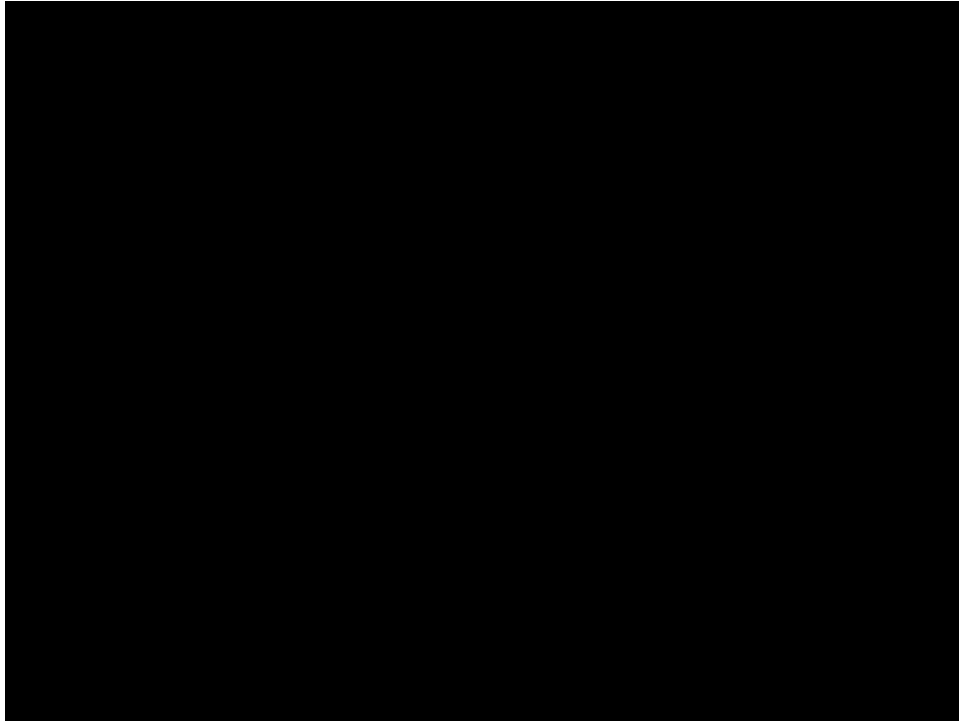
Ways of Listening <i>Listen...</i>	Description
For the Big Picture	Listen for the whole, the interconnectedness, the intersection of systems; see the person and situation embedded within the many moving pieces; see the forest and the trees.
With Love	Listen with an open heart, with the knowledge that your heart will not break and that it can hold the pain and suffering of many; be present with and understand the humanity of the person who speaks.
For Pain	Listen for pain, without trying to fix it; listen to hear the raw emotions under the story.
With Humility	Listen with gratitude for the trust that's bestowed on you. Be humble in the face of emotion and experience.
With Curiosity	Listen without an attachment to how you think things should be right now, without conjuring up the past or clinging to notions of the future. Be willing to be surprised. Let go of assumptions.
With Compassion	Suspend judgment of yourself and others, appreciating and accepting that everyone makes choices based on her knowledge and skills and what makes sense given her history and worldview.
With Confidence	Listen with confidence in yourself, in your abilities to listen expansively and respond from that expansion; be confident in the other person's abilities to solve his own problems.
For Relationships	Listen to build healthy relationships with others who might be resources; listen for untapped sources of strength and nourishment.
For Possibility	Listen with the conviction that there are other ways things can be, with belief that the other person can discover listen for unseen potentials.
With Hope	Listen while remaining unattached to outcomes, but with conviction that transformational possibilities exist that you cannot perceive.



Responsive Listening



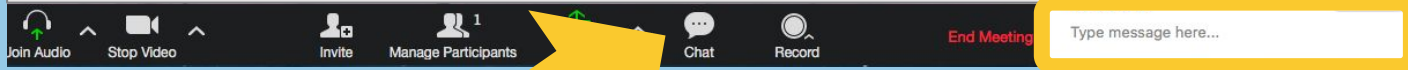
Listening Deeply: Expansive Listening



What changed when you used a
new lens?

How did it feel to listen with a
specific lens?

Put your response in the chat box.



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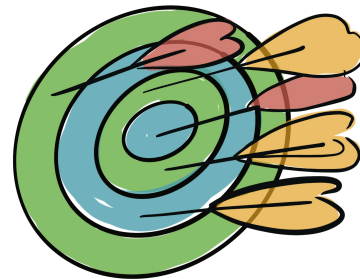
Practice



Pick a teacher you need to connect with, or will connect with soon

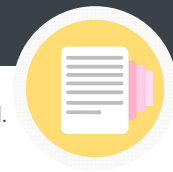


Draft questions or prompts for your check-in to focus on nurturing trust



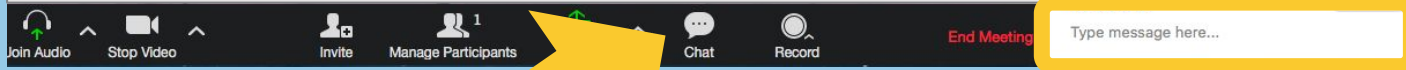
Choose and make a note of the listening lens you want to use

Or, reflect on a conversation you've had trouble connecting with recently; reflect on roadblocks and lenses. What can you do to nurture more trust?



What is one thing you will try
after today?

Put your response in the chat box.



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Join Audio Stop Video Invite Manage Participants 1 Chat Record End Meeting Type message here...

Thank you!



Maria Morrisson Copolillo

maria@edelements.com

@Maria_Morr_



Purvi Patel

purvi@edelements.com

@Purvip4

Access today's slides:
bit.ly/RespCoach050120

Today's Resources:
bit.ly/RCRes050120

EDUCATING **THROUGH** COVID-19



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