

# Learning Focused Supervision Series

One of the major challenges facing educators implementing teacher evaluation is the ability to conduct meaningful planning and reflecting conversations. In this workshop series participants learn to apply structures and tools for conducting conversations that use data to analyze professional practice and determine areas and directions for growth.



## ***Conversations to Provide Quality Feedback to Promote Learning***

Laura Lipton, Ed.D., International Consultant

### **Part 1: October 17, 2013**

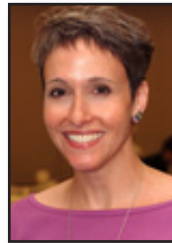
In this one-day workshop, participants develop the skills and confidence for engaging in both nondirective and directive conversations in which the components of any framework are the focal points

for expanding the teacher's repertoire. Participants explore planning and reflecting templates that structure focused, thoughtful engagement about professional practice. They acquire practical strategies for navigating across a Continuum of Interaction moving between calibrating (framing expectations, clarifying standards and articulating success criteria), consulting (sharing expertise and providing technical assistance), collaborating (shared planning and problem solving), and coaching (a nonjudgmental interaction which supports reflection and develops professional capacity.) Applying and moving flexibly between these four stances enables educators to maintain collegial relationships that use data to clarify expectations and examine gaps in performance.

## ***Structures and Tools for Learning-Focused Conversations***

### **Part 2: January 7, 2014**

Part Two builds on Part One content. Applying templates for planning and reflecting, participants learn ways to maintain momentum and extend teachers' thinking. Participants acquire verbal and nonverbal skills for guiding conversations that increase teachers' readiness and abilities to think deeply about the instructional choices they are making and how these affect their students' learning. They learn to apply patterns of pausing, paraphrasing, and inquiring to establish goals, appraise present performance levels and help teachers to reflect on student learning and their own teaching practices.



## ***Having Hard Conversations: One Key Element of Learning Focused Supervision***

Jennifer Abrams, International Consultant

### **Part I: October 8, 2013**

Part one of this interactive workshop will help participants master the art of challenging conversations tied to the Learning-Focused model. As administrators, coaches or teacher leaders, we often

come up against situations where difficult topics must be addressed. What do we know about the best strategies for those moments? What questions should we be asking ourselves before we speak up and what words shall we use so the conversation can be as humane and growth producing as possible? Having Hard Conversations is an interactive workshop and personal approach to mastering the art of challenging conversations. The strategies in the workshop address a wide range of situations, including communications with supervisees, peers, and supervisors. The workshop helps educators at all levels speak with clarity and courage to directly address difficult situations within their school or district.

## ***Continuing the Learning in Having Hard Conversations Part I, Having Hard Conversations***

### **Part 2: February 11, 2014**

Part Two is an extension and deepening of the work of cultivating conflict competence. The workshop revisits the key elements of session I, such as the outcome mapping and scripting protocols, and goes deeper into how to keep conflict at a cognitive level, understanding belief systems and other internal and often covert challenges at work during a hard conversation, how to respond productively when conflict escalates, and other strategies and tips for being more confident and empowered during challenging situations.

**Time: 8:30-3:30**

**Location: Holiday Inn,  
100 East River Dr.,  
East Hartford**



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