Building Stronger Teachers Through Facilitated Dialogue

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Objective: To create peace, justice, and security through valuing people's dignity and seeing all people as learners able to be coached through developmentally appropriate, strength-based practice.

Who: Cleveland State Field Office

What: Placing pre-service teachers in the school settings and supporting their practice and growth

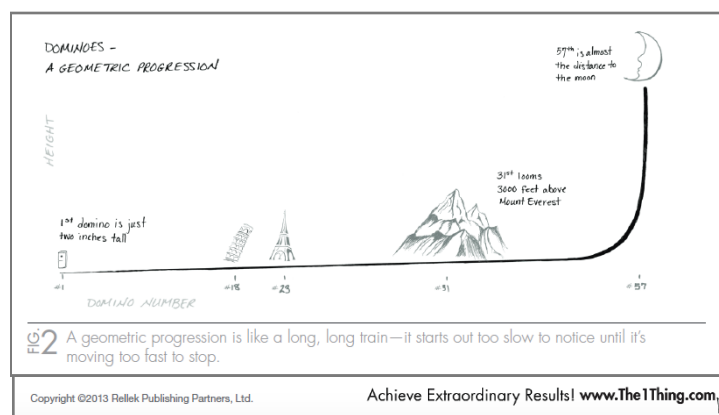**When:** Two 15 week semesters each academic year

Where: Cleveland, Ohio (Go Cavs!)

Why: The final process of their education is to put into practice the theories and content they have learned during their post-secondary training. The application of their pedagogical training is essential prior to licensure
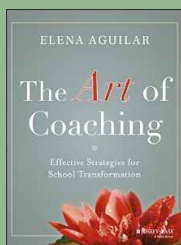
How: We match students with mentors in their license area and provide them with a supervisor. These teams work collaboratively in the process.

Making desired outcomes manageable

Many times it is ONE THING that is creating a ripple effect and causing multiple conflicts with various parties. Instead of addressing the multiple conflicts, **addressing the "first domino" allows us to develop a goal that focuses on achieving desired outcomes without overwhelming the "coachee".** The steps toward achieving success and knocking down the first domino then help kick-start change in other areas as well. the transferable skill is to develop the habit of mind to consider "What is the ONE thing that I can do this week such that by doing it everything else would be easier or unnecessary?" (Keller 2012).

FIG 2 A geometric progression is like a long, long train—it starts out too slow to notice until it's moving too fast to stop.

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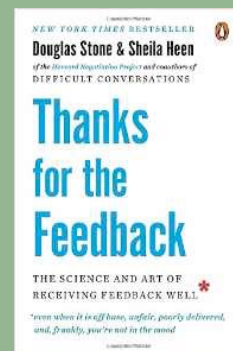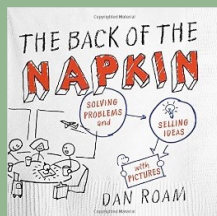Resident Educator Summative Assessment (RESA). (n.d.). Retrieved June 09, 2016, from http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Resident-Educator-Summative-Assessment-RESA

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Conflict Resolution Conversation Template

Context	Strengthfinder Dignity/ Ethics Developmentally Appropriate Evidence driven Supportive Whole person- Physical, cognitive and social emotional	"Coaching is aimed at trying to help someone learn, grow, or change." (Stone and Heen, 2014). "A coach needs to be very clear about the boundaries between coaching and therapy, and to remember that the focus of coaching is on learning and developing new skills and capacities." (Aguilar, 2013). Facilitator goal is to model ("Do as I do") "the art of coaching is doing, thinking, and being: doing a set of actions, holding a set of beliefs, and being in a way that results in those actions leading to change." (Aguilar, 2013) **Ask yourself: How can I steer this conversation to follow the process with fidelity and also see the whole person? What obstacles might be in the way that could escalate conflict?**
Source of conflict/ disagreement	State briefly the reason for the conversation.	Clearly communicate identified conflict or concern with available evidence. Avoid value statements or judgments and simply present the evidence. **Consider: Are you aware of all the available evidence? What types of evidence do you have? Are your sources objective or subjective?**
Review of Focus	P-12 Child First	Consider mission, goal, or desired outcome. **Ask yourself, "What is my purpose? Is it the right purpose from my point of view? Is it the right purpose from the other person's point of view?**
Explain Perspectives		Awareness of one's own perspective but also expansion to the connectedness of systems, leads toward transformational change. (Aguilar, 2013). **Consider: Is the identified conflict a symptom of a larger problem?**
Evidence review		**How might a I support the reviewing of evidence to lead toward reflection, analysis, observation, and experimentation?**
Active Listening	Tag team "I" statements Wait time Non-verbals	Listen for the type of coaching that a person needs: directive, facilitative, or transformational. Be ready to switch the type of coaching based on a person's need. (Aguilar, 2013). Remember to talk about effective practice and not necessarily what you would do or have done. (Aguilar, 2013). **Consider: How does active listening help decrease stress and build trust?**
Choose which tools best support success	Knowledge of tools Locus of Control	"A coach is not necessarily an expert who trains others in a way of doing something: a coach helps build the capacity of others by facilitating learning. " (Aguilar, 2013). **Consider which/what problems are within locus of control.**
Set goals and create timeline and mentor	Specific Measurable Attainable Relevant Timely	Be mindful of developing habits of mind and providing support that expands a person's internal capacity to reflect, make decisions, and explore ways of being. (Aguilar, 2013). **Consider psychologist Lev Vygotsky's Zone of Proximal Development (ZPD). In supporting a goal, what does the evidence say about what a person can do without help and what he or she can do with help? (Aguilar, 2013). "What's the one thing you can do this week such that by doing it everything else would be easier or unnecessary?" (Keller, 2012).**