

EDA 610: Response to Lead Like a Pirate

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Review the Section 3 of Lead Like a Pirate's components of Anchor Conversations, do a brief observation of a teacher followed with an Anchor Conversation and evaluation of the conversation toward meeting targeted objectives:

As the Assistant Principal of the School of Business and Tourism located at the Miguel Contreras Learning Complex within Los Angeles Unified School District, the relevance and pragmatic value of Anchor Conversations can be an impactful instrument to engage, encourage, and empower the teaching faculty, extrinsically and intrinsically. The teacher (i.e., AA) observed is a second year English certificated Special Education Resource Specialist teaching RSP and SDC students in small group instruction averaging a 10 to 1 teacher-to-student ratio. Functioning as the teacher's primary administrative evaluator leading toward tenure and completion of the credentialing pathway, many opportunities to engage in productive and constructive formal and informal conversations have occurred previously. However, Lead Like a Pirate's Anchor Conversation instrumentation has added targeted methodology to critique and refine instructional strategies while fostering a collaborative conduit that encourages the teacher personally and professionally while striving to meet pedagogical expectations.

In chapter 18 of Lead Like a Pirate, coaching can be a balance between functioning as a "sounding board" and, often, facilitate "coaching conversations" (Burgess & Houf, 2017). Using Anchor Conversations that capitalize on collective and/or stand-alone strategies can promote a positive, growth-like mindset that targets **Appreciation**, **Notice of specific value**, **Collaborative feedback and evaluation**, **Captain-directed expert to novice guidance**, **voiced Honor and choice with clarified reasons**, **tangible Offers of support**, and **viable time and opportunities for Reflection and**

revision (Burgess & Houf, 2017). As AA's designated evaluator for LAUSD and for state certification via Cal State Los Angeles, this appointment has led to welcomed and expected formal and informal observations. As an administrator with a natural proclivity toward personal and relational communication, many of the intentional ANCHOR conversation strategies are a natural outcome in daily practice and personal philosophy; however, knowing and then strategically using an ANCHOR approach helped to heighten awareness while facilitating the genuine delivery for optimal acceptance and growth.

After AA's lesson on direct and indirect quotations and paraphrasing, I met with AA to discuss the standards-based content and strategies used to engage all students. My first Appreciative comment was to acknowledge the complexity of the content and AA's visual breakdown to contrast direct and indirect quotations. I emphasized that his pre-planning was evident and his medium for comprehension check was at grade-level with high-interest examples that engaged all students.

In relationship to the pre-planning and selective instructional strategies that unraveled the complexity of the content, Noticings were framed from the class instruction being cognizant of varied modalities while each comprehension check was linked to state standards as well as applied to the Vision and Mission of specific college and career readiness contexts tailored to Business and Tourism application.

The subsequent Collaborative conversations were an intentional focus on asking for feedback on how AA thought the lesson went and was received. This allowed AA to respond subjectively and objectively about pre and post objectives to reach content, standard-base mastery. Also, the Collaborative effort was an opportunity to practice the art of listening as a sounding board to foster the feel of an honest and approachable Collaborative Coaching relationship.

The conversation with AA spent a longer time on the Collaborative portion to build report and to make a mental note of the balance between speaking and listening. The transition from Collaborative speak to Captain-Directed speak allowed for a natural transition that was born from the Collaborative conversation. There was a concerted effort to frame the Captain speak from refined and tangible questions that do more than just inform, but transform (Burgess & Houf, 2017). Most of the Captain expert to novice conversation focused on formative and summative measurements to be used for data-driven instruction. Also, specifically with his SDC students, the need to objectively differentiate instruction to meet IEP services became a conversation of best practices related to documentation through Welligent.

The strategy to Honor voice and choice was more woven into the Collaborative and Captain focused conversations, but knowing this component of ANCHOR speak allowed to use the Honor target as a summary and reiteration of the use of best strategies and personal modification for authentic differentiation. There were acknowledgements of the use of technology, the comprehension checks, intentional comprehension struggle opportunities, and application to Business and Tourism examples.

The Offer of support is part of the entire tone of the conversation and relationship that has been fostered pre and post observation. However, the Offer of support category heightened awareness of sincere ways to positively affect the culture/climate of the school as a supportive place with approachable administration that offer fidelity of resources, faculty that share best practices in a collaborative network, and classified support that make concerted effort to complement classroom instruction. AA thanked administration for the new computer testing carts, recent efforts for Teacher Appreciation Week, and timely communication with District protocol and calendar deadlines.

As a conclusion of the use of ANCHOR strategies, the **R**eflective summation is an integral part of refining and improving, subjectively and objectively. This necessary end to a reciprocal process is, at its core, collaborative in nature. Feedback and **R**eflection, if natural and non-punitive, is part of any continuous process with imperfect practitioners. For AA, acknowledgement of areas for improvement and desire to practice some strategies discussed in the **C**ollaborative and **C**aptain conversations was a natural practice. To make tangible application, the **R**eflective component with AA focused on IAB pre and post benchmarks measuring specific standards. Using 3 IAB markers, integrated with TFT tools, and 2 STAR Lexile growth benchmarks, the **R**eflective conversation was intentionally leaning toward supporting the need to implement, analyze, and evaluate change and growth based on district mandated instrumentation and methodology. AA was encouraged to know that even data has built in a certain margin of error due to imperfect probability and inferential trends. AA confirmed that the name of the educational game is constant refinement and perpetual grace. Fitting with any friendly and supportive conversation, AA was thanked with a reciprocal THANK YOU.

References

Burgess, S. & Houf, B. (2017). Lead like a pirate: Make school amazing for your students and staff.
San Diego, CA: Dave Burgess Consulting.