

Rehearsal Conversations

Elite performers say that their practices have to be so rigorous and true-to-life that by the time they get into true competition, game or match, their performance is almost automatic. If you practice well, slight changes in a performance or game time activity won't throw you off. To the contrary, if you haven't rehearsed enough, little things can have a big negative impact on performance.



Types of challenges that likely need rehearsal:

1. Changes in assessments being used, system-wide
2. Adoption and expectation of use of common curricula, materials
3. Expectation that all struggling students will receive additional intervention support
4. Expectation for frequent collaboration with colleagues
5. Expectation of public sharing of data and student performance results
6. Expectation of delivering instruction differently than previously implemented

Example of Rehearsal Cycle

1. Key message to be delivered-
 - Results from universal screening will be discussed and shared during collaborative meetings
2. Potential Pitfalls
 - Teachers are fearful that their students' results will not look strong
 - Teachers do not trust and philosophically believe in the assessment measure
 - Teachers are not sure how to interpret the results and do not want to be embarrassed in front of their peers
 - Teachers didn't give the assessments and don't want that to be noticed in the group
 - Teachers do not know how to retrieve the data displays and are too uncomfortable to ask for help
3. Who might be bothered by this conversation and meeting
 - Second and Fifth grade teachers
4. Key *vocabulary* or *phrases* that I want to use
 - Supporting all of our students
 - Celebrating what our students can do
 - New experience for all of us
 - Opportunity for us to learn together
 - No blame and team support
 - Any and all questions are safe and accepted
 - I am learning alongside each of you
5. Sequence of conversation
 - Beginning a process of collaboratively reviewing student progress
 - Results will be shared amongst our grade level teams
 - Goal is to provide collegially support, examine what is really happening with student performance and organize ourselves to support student learning in a stronger way
 - A few guidelines for our work (no blame, focus on students, solution focused, fact the facts)
 - Learning beside you and committed to the process of looking closely at what our students can do.
 - In order to have a collaborative, efficient meeting, here are the things I expect.
 - Each teacher brings () data to the meeting
 - We will use protocols for our discussions
 - We will analyze the data in a similar sequence each time
 - We will start meetings right on time
 - Your attendance is expected
6. Practice the conversation with a colleague if possible