Welcome!

As you come in, please fill out the Conversation Beliefs Survey.

Only complete the rows numbered 1 and 2.

“Questions are the yang to complete the yin of listening.”

-Jim Knight
Building Leadership Through Conversations:
The Power of Listening First

Will Jones

Elk Grove Unified School District
Program Specialist, English Learner Services
California English Learner Roadmap

Developing English learner (EL) students’ linguistic and academic capacities is a shared responsibility of all educators across the system.

1. Principle 1: Assets-Oriented and Needs-Responsive Schools
   - School climate is inclusive and safe
   - Learning builds on linguistic and cultural assets
   - Educators collaborate to support ELs with disabilities
   - Instruction is responsive
   - School builds strong partnerships with families
   - Instruction is scaffolded
   - Home language is used as a foundation

2. Principle 2: Intellectual Quality of Instruction and Meaningful Access
   - Language development is integrated across curriculum
   - Instructional materials support intellectual engagement and language development
   - Year-long instructional plans build systemic EL support
   - School system has a coherent approach to EL learning

3. Principle 3: System Conditions that Support Effectiveness
   - Assessments are culturally and linguistically valid
   - Capacity-building fosters systemic EL support
   - Leadership is committed to EL achievement
   - School system provides adequate resources to support ELs

4. Principle 4: Alignment and Articulation Within and Across Systems
   - Learning is aligned across grades and systems
   - EL students are provided language development program choices, including multilingual options
   - EL students are provided access to full curriculum
   - Schools provide extra time and support for EL students
   - 21st Century Education Multilingual Proficiency Meaningful Access
Source Materials

- Leadership Practices for Challenging Times
  Principles, Skills and Processes that Work
  Steve Zuberbuck

- Hard Conversations UNPACKED
  Jennifer Abrams

- Meeting Wise
  Making the Most of Collaborative Time for Educators
  Kathryn Parker Randell and Elizabeth A. City

- Cognitive Coaching
  Developing Self-Directed Leaders and Learners
  Arthur L. Costa and Robert J. Garmston
  with Carolee Hayes and Jane Elliott
Outcomes

+ Provide a foundation for productive conversations.
+ Explore the purpose and power of paraphrasing in conversation.
+ Practice with new knowledge.
As we engage in conversation, please affirm the actions or contributions of members in our group:

I nominate _____ for the Box o’ Fun because ______
4 Corners Conversation

- I am aware of how to use my body language and focus to facilitate conversations.
- In conversations, I know how to make people feel heard and understood.

I nominate____ for the Bag o’ Fun because_______
Rational Outcomes are:

- Tangible
- Relate to the content of the work
- Tasks associated with the work
- Measureable, tracked over time
- Checked off the “to do” list

Rational Outcomes include:

- Plans
- Projects
- Products
- Deliverables
- Measurable Objectives

I nominate____ for the Bag o’ Fun because______
Experiential Outcomes

Experiential Outcomes are:

+ Intangible
+ Experiences of participants as they engage in the work
+ Ways of operating
+ Difficult to measure directly
+ Not a check-off item on a list

Experiential Outcomes include:

+ Safety to express opinions in a group
  Building of trust
+ Creating connections between people
+ Creating a sense of commonality/universality in groups
+ Creating a sense of being part of a winning team
+ Building understanding or commitment

I nominate____ for the Bag o’ Fun because_______
Perceptual Positions

Facilitators (and participants) need to be able to manage conscious attention

Three potential positions that consume our conscious attention
## Perceptual Positions

<table>
<thead>
<tr>
<th>Perceptual Position</th>
<th>Attention</th>
<th>Focus</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Position</td>
<td>Internal</td>
<td>Focused on own needs, reactions, feelings, and emotions</td>
<td>Ability to pay attention to outside information greatly reduced</td>
</tr>
<tr>
<td>Second Position</td>
<td>External</td>
<td>Focused on the needs of and paying full attention to the other person</td>
<td>Ability to listen fully and be aware of nonverbal communication</td>
</tr>
<tr>
<td>Third Position</td>
<td>Disassociated /Detached from the experience</td>
<td>Focused on what is happening in the larger group</td>
<td>Ability to tune in to the dynamics of the whole group/system (fly on the wall)</td>
</tr>
</tbody>
</table>
Perceptual Positions

Tips to utilizing perceptual positions:

+ Select position based on needs of situation
+ May vacillate between the three positions
+ Facilitator’s bulk of time spent in positions two and three
  + Focus outside self to truly listen to individuals in the group (2nd)
  + Essential to determine what is going on in the group simultaneously (3rd)
    + Allows facilitator to shift group dynamics
    + Allows facilitator to “step out” to be more objective
Processing Perceptual Positions

How does perceptual positions affect our work as instructional leaders, particularly when we are discussing EL students?

+ Staff meetings
+ District/Site Professional Development
+ Coaching Conversation

I nominate_____ for the Bag o’ Fun because_______
Points of Focus

+ How a facilitator uses her/his eyes to select the appropriate point of focus.

+ Particular focus is used to create the desired effect on an individual or an entire group.

+ Four points of focus
Facilitator breaks eye contact with individual or group by looking down.

Diffuses tension and forces negative energy downward and away

Signals to a group that you are making a transition between activities/topics.

Forces the speaker to seek out someone else within the group to connect with.
Second Point of Focus

Facilitator looks at the individual or the group.
- Conveys connectedness within a group
- Usually all participants are looking at the person speaking
- Looking to find shared solutions
Facilitator looks at an object, not the person or those within the group.

Places the focus on the object being discussed

Remains detached from the negative content/information

Allows the group to look at the content/information objectively
Fourth Point of Focus

Facilitator maintains eye contact with individual, but “sweeps” an idea off to the side.

- Allows the speaker to be heard and acknowledged
- Discards the idea
- Keeps the group focused
Points of Focus - Review and Discuss

1st Point
Looking down
When under attack; Transitions; Creating a conversation in a team

2nd Point
Looking at the other person
Maintain relationship; focusing on the future; solutioning

3rd Point
Looking at the paper, the screen, a flip chart, etc.
To objectify difficult information; to specify a problem; to focus the attention on the problem

4th Point
Gesturing away while maintaining eye contact
Discard the idea rather than put on a “parking lot”

Michael Grinder

+ What are your thoughts?
+ How might you use this in your work?
+ What questions do you have?
Paraphrasing

- Listen to understand
- Capture the essence of the message
- Reflect the essence of voice tone and gestures
- Make the paraphrase shorter than the original
- Use “you” instead of “I”
Paraphrasing

A good paraphrase sends the message –

I am listening

I am interested

I understand you (or I am trying to…)

I am listening
Practice Paraphrasing

In 30 seconds, talk about a CABE session you really enjoyed.
With your partner, practice paraphrasing with the following:

**Prompts**
- Jobs that I have had in my career are…
- I would describe my hometown as…
- A person with whom I enjoy spending time is…
- When I go on vacation I like to …

**Reminders**
- Listen to understand
- Capture the essence of the message
- Reflect the essence of voice tone and gestures
- Make the paraphrase shorter than the original
- Use “you” instead of “I”
Polarities

“Either/Or”

• Not ongoing
• Solvable
• There is no need for exploring an alternative

“Yes, And”

• They are ongoing
• There is no endpoint
• Things must be managed together
“Questions are the yang to complete the yin of listening.”

- Jim Knight

Be Curious -

We should ask questions because we authentically want to hear the answer.

Ask Open-Ended, Opinion Questions -

Open-ended questions elicit unlimited responses. Opinion questions offer participants the opportunity to be more forthcoming.

Be Non-judgemental -

Listen without assumptions and let go of the desire to give advice.
Check In

- Revisit your survey. What changed?
- Be ready to share with a partner.

### Conversation Beliefs Survey

How much do you agree with the following statements? Please circle one answer for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am aware of how to use my body language and focus to facilitate conversations.</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2. In conversations, I know how to make people feel heard and understood.</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>
Possible Responses from

Hard Conversations Unpacked

The other 10% of communication.
Outcomes

+ Provide a foundation for productive conversations.
+ Explore the purpose and power of paraphrasing in conversation.
+ Practice with new knowledge.
Feedback

Appreciations

Plus

Delta
Thank you!