

Planning Tool for Coaching Conversations

Coaching Partnership	
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In this partnership, the overarching influence is...		
<u><i>Instructional Reform</i></u>	<u><i>Beginning Teacher Support</i></u>	<u><i>Secondary Content Area</i></u>
<i>Examples:</i> <ul style="list-style-type: none"> ● Curriculum implementation ● Instructional Strategies ● Classroom Management System 	<i>Examples:</i> <ul style="list-style-type: none"> ● Unpacking standards ● Understanding scope & sequence of curriculum, unit plans ● Instructional tools ● Analysis of student learning 	<i>Example:</i> <ul style="list-style-type: none"> ● Instructional Strategies ● Formative Assessment & Student Data ● Student Engagement & Learning

Considering the overarching influence, what will you need to keep in mind throughout your coaching cycle?	
Teacher Strengths/Needs	Coach Strengths/Needs

Instructional Reform:

Guiding Questions:

Sentence Stems:

Sentence frames modified from Diane Sweeney and Leanna Harris's book: Student-Centered Coaching: The Moves

What are the teacher's goals for the students?

What do you hope the students will learn as a result of our partnership?

Let's look at the *specific instructional practice/ management technique/ curriculum*. How might this program help us choose a focus?

How can this initiative help support student learning?

How can we unpack the goals for this coaching cycle?

How might the students demonstrate understanding within the context of

How do we think the students will demonstrate their learning using.....

What co-teaching strategy will we use in the classroom?

Micro-Modeling:

Before: What have you tried already? How did it go?

After: What did you notice about your students and their learning/behavior during the co-teaching?

How were the needs of different learners met?

How did you see the student's learning/behavior addressed with this strategy/program?

Think Aloud

Maybe we should consider....
When I see...it makes me think...
I noticed So I think we should...

Noticing and Naming

I noticed So I think we should...
The data points to....
What are some ways we can address the students in category using..... strategies?

<p>What are some ways you can provide strength based feedback?</p> <p>How will you have the teacher reflect on their coaching cycle?</p>	<p>You Pick Four I noticed So I think we should... The students really responded to.... Look at how the students engaged in....</p> <p>What data did you use to make that decision?</p> <p>I know you've been working on.... It is really positively impacting students in.....</p> <p>What would it look like if we tried.... Strategy, curriculum, etc.?</p> <p>What changes have you made to your instructional practice/ management technique/curriculum as a result of us working together?</p> <p>What does the student evidence reveal about how the students performed using.... Specific instructional practice/ management technique/curriculum</p> <p>How has your thinking grown or changed from this process?</p>
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Beginning Teacher Support:

Area of Need	Coaching Language (adapted from Sweeney & Harris, 2017)
Model teaching	<p>I'd be happy to micro-model a certain part of the lesson. Which part would you feel would be most beneficial to see?</p> <p>Let's figure out what you'd like to do and what you'd like me to do; that way we can work together.</p>
Unpacking standards, determining learning targets	<p>Let's take a look at the standards and break them down together...</p>
Goal setting	<p>What is it you want your students to know and be able to do?</p> <p>Let's take a look at the curriculum overview as a starting point...</p>
Analyzing student learning	<p>What can we learn from the work students have done in class?</p>
Thinking Aloud (supporting instructional decisions)	<p>Right now I'm thinking it would make sense to... I noticed... so I think we should... I'm wondering about... When I see... it makes me think... Maybe we should consider...</p>

Secondary Content Area:

Focus:

Sentence Stems:

(adopted and modified from: Sweeney, D. (n.d.). Student-Centered Coaching. Retrieved November 30, 2018, from <https://dianesweeney.com/wp-content/uploads/2015/06/Coach-Talk.pdf>)

Establishing Coaching Cycles with Secondary Teachers

1. What do you hope students will learn as a result of our coaching work?
 - a. There are a few ways we can get here...
2. What have been some of your successes and struggles with your students this year?
3. What standards are you currently focused on in class? Could we develop learning targets ("I can..." statements) to help help us reach these goals?
4. What are the goals for student learning using the language, "Students will..."?
5. How do you envision working with an instructional coach?
 - a. What will it look like while I am in the classroom?
 - b. How often would you like to meet during this coaching cycle?
 - c. What types of support do you think you will need throughout this process?

Examining Student Work and Student Data

1. What anecdotal data can you share about your students?
2. Can we look at a recent assignment or assessment to help me get a better understanding of your curriculum and students?
3. What does the data tell us about the strengths and needs of your students?
4. Where do you see the progress of your students in relation to the learning targets?
5. How can we utilize this data to plan effectively for small group or

Coaching Content Experts (confronting the stigma of coaches as experts)

differentiated lessons in the classroom?

1. What are your learning targets for this lesson/unit?
2. What new content will be provided to the students? What strategies do you hope to employ?
3. What are some anticipated misconceptions? How do you plan to address these misconceptions?
4. What types of formative assessment are embedded into this unit/lesson to help inform your instruction?
5. Would you like me to observe this lesson? If so what would you specifically like me to look for during the observation?
6. How do you plan on providing feedback to your students?

Post Lesson Discussion/Debrief

1. What worked? What would we tweak? Where do we go from here?
2. What did you notice about your students during the lesson?
3. What instructional strategies do you believe were successful?
4. What would you modify if you could teach this lesson again?
5. I wonder what would happen if....