

The Anatomy of a Teacher Debriefing

Hi Anna! I'm so glad that we get to spend a few minutes together debriefing your lesson on explicitly teaching your science vocabulary! As we talked about during the pre-conference, **I took notes on the form of your lesson and how the students used the vocabulary in their discussion.** I got lots of data from your lesson and I'm excited for us to check it out.

Restate the purpose of the observation and what you were looking for

Let's start off by **having you reflect on the lesson** and telling me what your thoughts were. Did it go the way you thought it should? Were you surprised by anything? Did I get to see what you wanted me to see during this vocabulary lesson?

Ask the teacher to reflect: What did you want me to see?

{Anna shares her reflections and I ask for very specific evidence to validate what she felt}

Using your notes to begin, explain to the teacher what you saw

In light of your reflections, **I'd like to give you some of the data that I picked up while you were teaching.** As you know, I was going to keep a very simple log of what you did and what the kids did in response. Take a look here *{I share my notes with Anna so we're both looking at my chart of notes}*:

- You followed the explicit teaching form. I saw that you stated very clearly to the kids the chapter that they were going to read and that you were going to pre-teach four vocab words from the chapter that you expected them to learn and use throughout the lesson when they discussed.
- Then you said, "Listen to me as I model what these words mean." What I noticed at this point is that you had a few kids who were putting the words in their vocab notebooks and some who weren't. Was it your expectation that they would all jot it down? *{Anna responds}*
- Then you had the small groups read the chapter and they really knew who was supposed to start reading first and go next and so on...that was a really tight transition to reading – it only took 20 seconds!
- Once they read the chapter, you gave them the two discussion questions. What I noticed when I listened into your benchmark kids is that some used the vocabulary and some didn't. In fact, of the 7 kids that I listened into, 5 did not use the target words that you pre-taught. Did you notice that?

Note: My notes are very specific and attach actual data

{Anna responds and in her response says, "I realized that I had it in my mind that they would use the words, but I didn't tell them to! That was the one thing I wanted you to see!"}

Anna – I think we’re onto something here! You had it in your mind that they would do a couple of things: write their vocab words and definitions in their journals and then use the words in their responses to the questions you gave. Both of those things intermittently happened. You did the set-up for those two things, but didn’t follow through on them. That is a very simple fix.

Provide specific “Yeah!” and specific “I would like you to work on” statements, paying attention to why you have these highlighted

What I’d like to see you do is do a model of what you want the kids to do as you’re teaching/introducing the vocabulary words. What I noticed is that you have quite a few ELL students and they might need extra time and practice on getting those words down – it certainly would support the rest of the class, too!
When it comes to the conversation and using the vocabulary words that you’ve taught, I would like for you model what the conversation should sound like.

Ask the teacher to reflect on your notes and employ the coach as necessary

I think that we take for granted that kids know how to form a response to a question using specific vocabulary that we’ve taught...and they really might not know how to do it! Plus, if we want to build this as a habit, we need to make sure they are doing it regularly and we’ll start right away by modeling what we expect.

How does that sound to you? So, tell me back in your own words what you will try and what you expect to see from it!

{Anna responds and I give corrective feedback and encouragement as necessary}

Choose a “next step” time to see changes implemented

Okay great! So, I’m thinking that **I’d like to give you 2 weeks to try that out with your science content and anything else that lends itself to** our work today! Then, what about if I email you then to determine when I can come and see our two next steps in action! Thanks, Anna - - I’m really excited to see the impact of these minor tweaks in your classroom.