



The Coaching Sequence Questions and Prompts

Segment	Important Considerations/Questions/Prompts
<p>Segment One:</p> <p>Pre-Conversation</p> <p>“Brokering the Deal”</p> <ul style="list-style-type: none"> ➤ Following up on walk-through ➤ Following up on student data ➤ Teacher or grade level request or area of focus 	<ul style="list-style-type: none"> • <i>Tell me how you’re structuring your time as you teach XYZ</i> • <i>What lessons are you presenting?</i> • <i>What components are you implementing the intensive/strategic/benchmark students? How is that going?</i> • <i>What parts of the lesson are a “slam dunk” and which leave you feeling less than accomplished?</i> • <i>I know that we focused on XYZ previously. How is your continued implementation of those techniques going? What areas can use further refining just like we did with XYZ?</i> • <i>I know that you were focused on bring Johnny, Juan and Emelinda to benchmark. How is their progress? What have you tried? What do you need further support in?</i> • <i>Tell me a little more about...</i> • <i>Let me see if I understand...</i> • <i>I’m wondering...</i> • <i>I talked with Mrs. Jones about XYZ yesterday. How are you feeling about that area?</i>
<p>Segment Two:</p> <p>Collecting Data</p> <p>“Gathering the Evidence”</p> <ul style="list-style-type: none"> ➤ Observation ➤ Demonstration ➤ Co-teaching/ side-by-side Coaching ➤ Collaborative data analysis 	<p>As Coach observes Teacher:</p> <ul style="list-style-type: none"> • Communicate care • Be unobtrusive • Use teacher’s manual to follow lesson • Establish ahead of time where you will sit • Avoid interrupting lesson, unless negotiated during pre-conference • Observe exactly what was agreed upon in Segment One <p>As Teacher observes Coach:</p> <ul style="list-style-type: none"> • Determine the level of participation you expect from the teacher during the lesson • Ask teacher to follow teacher’s manual lesson as s/he observes • Provide the teacher with 2-3 main focus points (“I’d like you to keep track of how long my transitions from A to B take” or “As you observe the lesson, watch for my scaffolding of the reading for the strategic readers in your class”) • Tell the teacher the questions that you’ll ask during Segment III (“When we meet, we’ll discuss what you found as far as transitions and how I scaffolded for the strategic students. I’ll also ask you what you would do differently and what you’ll try in your classroom based upon the observation”)

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<p>Segment Three:</p> <p>Prompting Reflection</p> <p>“Let the Coaching Begin!”</p> <ul style="list-style-type: none"> ➤ Conversation ➤ Written correspondence ➤ Phone Conversation ➤ In-the-hallway chat 	<p>Reflecting on the instruction</p> <ul style="list-style-type: none"> • <i>How did you think the lesson went?</i> • <i>What would you do differently? Why?</i> • <i>What triggered that thought?</i> • <i>How is this different from how you might have delivered the lesson?</i> • <i>Tell me what you thought when...</i> • <i>How do you know that...</i> • <i>What I hear you saying is...</i> • <i>What were you surprised about?</i> • <i>What can you imagine us focusing on next?</i> • <i>This leads me to think that we should take a look at...</i> <p>Reflecting on the coaching process</p> <ul style="list-style-type: none"> • <i>How can we improve upon our coaching exchanges in the future?</i> • <i>What type of coaching technique might be even more supportive of you? (Side-by-side coaching, observation of another teacher with coach, data study meeting, observation of coach teaching, mirror coaching, co-teaching a lesson)</i>