

## The Anatomy of a Debriefing – Sample

<b>1</b>	<b>Re-state the purpose of the observation and what you were looking for</b>	Hi Will! I'm so excited to meet with you to discuss your lesson yesterday. Remember that during our pre-conference we decided that it would be important to get some feedback on the number of student responses that you get when you ask the whole class to take an action. The example you gave me is that, when you ask your students to use their note sheet to jot down two ideas from the text they've read, you're noticing only about 50 percent of your kids actually do that. So, I set out during my observation to gather some information on that for you.
<b>2</b>	<b>Ask the teacher to reflect</b>	So Will, tell me what you thought about the level of engagement during the time I was in there. What did you notice? If you had a chance to do this lesson again, would you change anything? What might you adjust for tomorrow's lesson, based upon the students' performance today?
<b>3</b>	<b>Using your notes to begin, explain to the teacher what you saw, giving the data</b>	Will, I counted that there were seven times in 15 minutes that you asked students to jot down "one thing they learned" during the minutes of reading and prior instruction. You gave an average wait time of 15 seconds before you asked students to write. Five of your seven jot downs lasted 20 seconds and two took about 35 seconds. Once you redirected the students to wait until they had their think-time, I noticed that 100 percent of the students were jotting down their notes when you prompted them.
<b>4</b>	<b>Provide specific "Yes!" and specific "I would like you to work on" statements, paying close attention to why you have these highlighted</b>	<p>Yes! Will, this was a huge improvement from your last engagement level during your jotting down period. You went from about 50 percent of your kids jotting down notes to nearly 100 percent! That was fantastic to watch! I also noted that you had no blurting of answers during this time and you didn't have to make one redirection for behaviors. EXCELLENT JOB! Did you notice a difference?</p> <p>To work on: The one thing that I would like for you to consider is having students extend their responses. As I looked on during their note-taking, I realized that all of the students were writing very simple, five- or six-word sentences. You and I both know that your kids can do more! Since you have done such a nice job of getting the engagement levels up, I'd like for you to work on improving the quality of their responses by starting with asking them to at least write compound sentences. I think they'll be much better set up for their writing later in the day.</p>
<b>5</b>	<b>Ask the teacher to reflect on your notes and employ the coach as necessary</b>	What do you think?

<b>6</b>	<b>Choose a “next step” time to see changes implemented</b>	Okay, so let’s jot down on this Post-It right now what you’ll try and then a date and time when I can get back into your classroom and see how things are going.
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