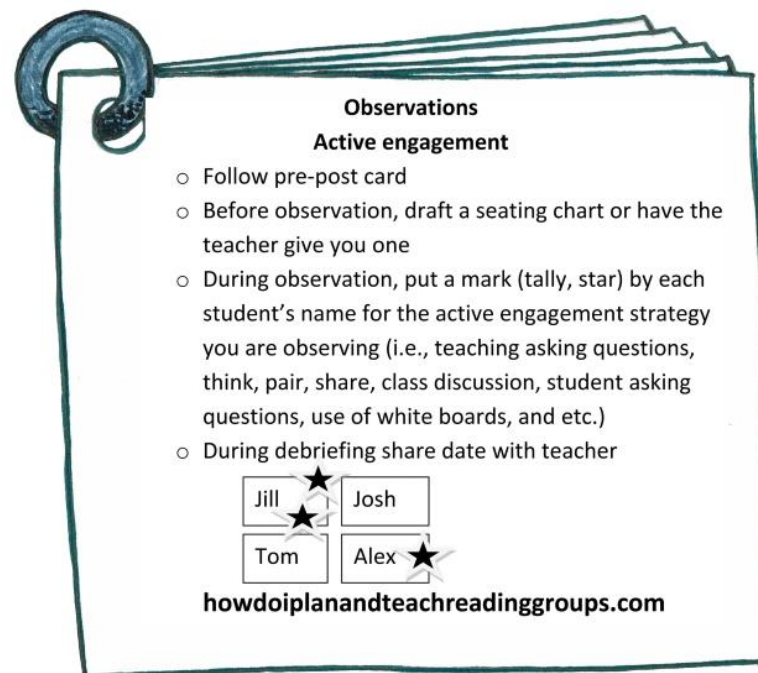
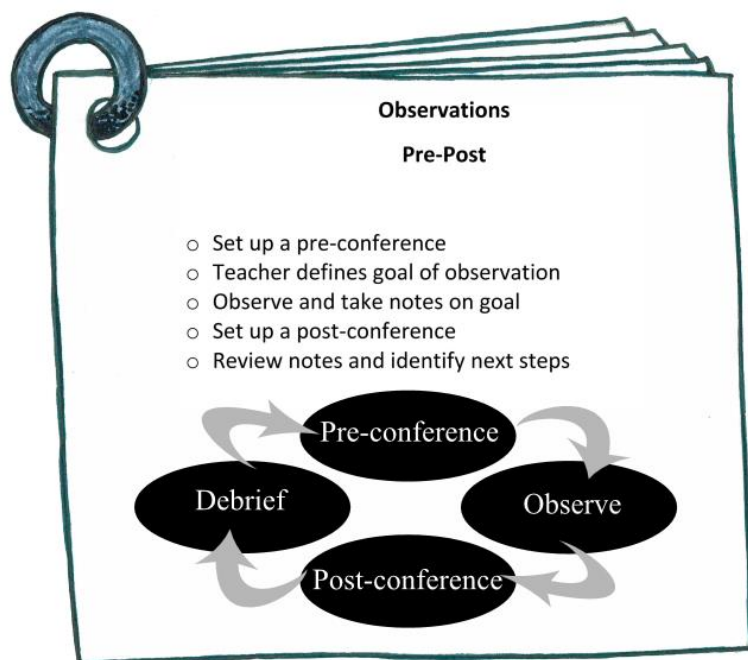


Coaching Cards

The Coaching Cards include additional ideas for the coaching focus areas on the Coaching Focus Folder. Copy on card stock and cut down the middle both vertically and horizontally to get 4 cards per page. Then, hole-punch each card in the upper left hand corner and put them on a ring.

Place the *Coaching Cycles: Questions for Beginning a Coaching Cycle Card* on top, then the *Observations: Pre-Post Card*, then organize by categories and place the four debriefing cards at the end.



Conversations Use AND, not BUT

Jim Knight, Unmistakable Impact

- ☐ Change your thinking about these two words
- ☐ Use AND instead of BUT
- ☐ See people be more open
- ☐ See yourself being more positive

Example: Lucy, when I was observing your lesson I noticed how much you were engaging your students, and I would like to help you connect that engagement to your lesson plans.

Non-example: Lucy, when I was observing your lesson I noticed how much you were engaging your students, but you were not using the lesson plans you created. How can I help you with this?

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Conversations Reflective Coaching Stems: Paraphrasing

- ☐ So...
- ☐ Let me make sure I understand...
- ☐ In other words...
- ☐ If I reflect on that what you are saying...
- ☐ I noticed you used the word...are you saying that...
- ☐ Can I paraphrase here what you are saying so I can be sure to understand?

Example: Lucy, let me make sure I understand. You are saying that you don't have the resources to teach the vocabulary strategy effectively and you are feeling frustrated? Is that correct?

Non-example: I noticed in your lesson you were not prepared. You said you did not have a manual. Where is it?

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Conversations Reflective Coaching Stems Instructional

- ☐ Can I describe some options for you?
- ☐ A couple of things to keep in mind are...
- ☐ Research indicates...
- ☐ Sometimes it is helpful...
- ☐ Some teachers have tried...and it might work for you.
- ☐ What criteria do you use to...?
- ☐ What might happen if...?
- ☐ How would it look if...?
- ☐ What is the impact of ...on students?
- ☐ How do you decide...?

Example: Lucy, I noticed your students are having trouble blending sounds in words. Some teachers have tried the Sound Boxes and I'm wondering if you have had a chance to try that strategy.

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Conversations Reflective Coaching Stems Clarifying and Summarizing

- ☐ Tell me more about...
- ☐ Tell me what you mean by...
- ☐ Give me an example...
- ☐ How is that different from...?
- ☐ You have stated that your goal is ...
- ☐ Tell me your next steps...
- ☐ So next time we meet we will...

Example: Lucy, you mentioned the Sound Boxes are not working for your students. Give me an example of what is not working.

Non-example: Lucy, you mentioned the Sound Boxes are not working for your students. Why not? They seem to work for other teachers.

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Conversations Difficult Situations

The more difficult the situation, the more planning a coach needs to do before having the conversation.

- ☐ Identify your ultimate outcome and then script out how you plan on achieving it
- ☐ Script out what you plan to say, word for word
- ☐ Practice with a trusted colleague
- ☐ Schedule conversation (don't bring script)
- ☐ Watch your nonverbal communication

Example: Identify outcome, script conversation, practice, schedule conversation and watch nonverbal communication

Non-example: Schedule conversation and fly by the seat of your

pants www.strivetlc.com

Conversations Connection and Commitment

- ☐ When would be a good time for us to have a conversation on this topic?
- ☐ What time can we meet on...
- ☐ I'll put that information in your box. What time can we meet to discuss what you've read?
- ☐ Let's set a date for me to come back and see how this is working for you.
- ☐ For our next meeting—would you like me to demonstrate or would you like me to observe your practice?
- ☐ It would be great if you could share what you learned with your grade level team. Can I put you on the agenda for our next meeting?
- ☐ What additional resources or tools will you need to follow through on...?
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Conversations Giving Feedback

- ☐ Use 'I noticed' statements
- ☐ Avoid subjective adjectives
- ☐ Use AND not BUT
- ☐ Use clear, direct, growth mindset language
- ☐ Start with at least two positive statements before suggesting a correction
- ☐ Control your body language including your tone of voice, how many words you use, the expressions on your face, and the length of pauses between exchanges

Example: Lucy, I noticed you arranged your students into partners. They seemed comfortable interacting with one another. I'm wondering if you added roles to your partner structures if you might get more students participating.

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Conversations Check your attitude

- ☐ Check your attitude before the conversation. Ask yourself how you are feeling before you begin the conversation.
- ☐ Identify any static getting in the way of your ability to be objective.
- ☐ Be sure the setting is conducive to a positive conversation.
- ☐ Check how your body language reflects your attitude.

Example: You are struggling with a teacher that appears to be not prepared to teach her lessons. You observe her teaching and once again she is not prepared. You are supposed to meet with her about the lesson in one hour, but you realize your attitude is not conducive to a positive conversation, so you reschedule to give yourself time to reflect and move forward in a positive direction.

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Clearly Communicate Note in Mailbox

- ☐ After an observation, conversation, meeting, and etc. write a note for the teacher
- ☐ Use fun and engaging notecards
- ☐ Write specific feedback and connect to something the teacher is doing to improve or helping someone else improve

Example: Juan, when we were meeting this week, you provided many positive comments to Lucy to encourage her to continue to implement the Close Reading activity. Your team is fortunate to have such a collaborative player.

Non-example: Juan, thanks for helping Lucy. She really needs your help.

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Clearly Communicate Weekly Email

- ☐ Send weekly emails
- ☐ Keep it short including only the critical information
- ☐ Be consistent with referencing common tools and structures you want teachers to refer to, such as your coaching environment and professional development (PD) board

Example: Check out the PD board for new information and an exciting new resource! Or, Some new resources are available in my office... something to do with students and whiteboards!

Non-example: PLEASE check the PD board. I have several new items on it including team meeting schedules, upcoming PD sessions, highlights from observations I have conducted and many other things you will hopefully find beneficial. Or, There are dry erase markers available to use with your whiteboards. Come and check them out and begin using with students. I'll be looking for them during walkthroughs.

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Clearly Communicate Professional Development Board

- ☐ Create a place in your coaching environment for a PD board (Bulletin board, magnetic board, chart paper)
- ☐ Include your schedule, meeting times, upcoming PD for teachers, kudos to teams and teachers, and other relevant information
- ☐ Switch it up to keep it fresh and motivate teachers to check frequently

Example PD board:

howdoiplanandteachreadinggroups.com

Schedule 	Kudos to 2nd grade 95% of kids met their reading goals!	Coffee talk 7am 	Weekly PD M: Study Group 3-4 T: PLC 3-4:30
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New supplies donated. Check in library!

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Clearly Communicate Advertise your services

- ☐ Create a one-pager or an infographic that highlights your job description
- ☐ Include ideas how you can support teaching and learning
- ☐ Post in coaching environment and in the teachers' lounge

Conversations Let's Talk 	Demonstration Lessons Is there something you want demonstrated?	Peer Coaching Teachers supporting teachers
--	---	--

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Clearly Communicate Share success stories

- ☐ Set aside 5 minutes at the beginning of each grade level meeting to share successful strategies
- ☐ Ask teachers to describe the what, why, when, and how the strategy works.

Example: At the beginning of a 5th grade team meeting, Sara describes how she's using Phrase Reading with her students. She describes how she's incorporating the strategy within her whole group reading time with informational articles. Since her goal was to increase fluency and expressive reading with her students she feels this is helping them to read with more multisyllabic words with accuracy and good intonation. Sara shares data she has collected to demonstrate the improvements with her students.

Non-example: Sara shares that she thinks her students are getting better with fluency.

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Clearly Communicate Check-ins

- ☐ Check in with teachers and pose simple questions
 - What is working well for you with the current implementation?
 - What is working well for your students?
 - What is not working well for you and your students?
 - What suggestions do you have for me?
- ☐ Based on the feedback, follow up a few days later with a note in the teacher's mailbox, a quick conversation, or an email

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Clearly Communicate Active Listening

- ☐ Listen to the extent you could repeat what the person said
- ☐ Don't be thinking of the next thing you are going to say
- ☐ Listen for the meaning behind the words. What is the teacher really concerned about? How can you help?
- ☐ Use nonverbal cues (nodding of head, smiling, saying things like uh-huh, keep going) to encourage the teacher to keep sharing
- ☐ Avoid interruptions; don't answer your phone, close your door, or politely tell interruptions you will get back to them soon

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Clearly Communicate How To

- ☐ Ask what step or part of the Implementation Plan teachers want support with
- ☐ Determine together the outcome of your support
- ☐ Create a checklist with how-to steps to accomplish the outcome
- ☐ When the outcome is accomplished, take time to reflect and celebrate with the teacher

Example:

Outcome: To develop and implement 1 PDSA cycle with 1 group	
<input type="checkbox"/> Meet and review PDSA cycles	<input type="checkbox"/> Teacher determines time to observe
<input type="checkbox"/> Develop PDSA cycle together	<input type="checkbox"/> Coach observes and focuses only on Teacher using PDSA cycle
<input type="checkbox"/> Review PDSA cycle before teaching	<input type="checkbox"/> Coach and teacher debrief and identify next steps
<input type="checkbox"/> Begin teaching with PDSA cycle	
Celebration: Morning coffee with teacher or note in mailbox	

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Peer Coaching Co-Planning

- ☐ Establish a meeting time
- ☐ Clearly coordinate what resources to bring
- ☐ Discuss goal or common point of discussion
- ☐ Discuss roadblocks to student learning
- ☐ Brainstorm strategies to overcome roadblocks
- ☐ Share strategies connected to the goal
- ☐ Establish a follow up meeting time

Example: Two first grade teachers are meeting to strategize a way to support students who are having difficulty blending sounds in words. One teacher models how she uses Sound Boxes with students for extra practice. The other teacher agrees to try the Sound Boxes. They plan to meet again in two weeks after progress monitoring to see if the students are doing better.

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Peer Coaching Co-Teaching

- ☐ Meet to discuss and plan the lesson
- ☐ Decide which segment of the lesson each will teach
- ☐ Go over the instructional strategies each will use
- ☐ Discuss what the other teacher will do when not teaching
- ☐ Be sure the goals of the lesson are clear
- ☐ Decide on goals for notes and observation of the lesson

Example: Lucy and Suzy meet to discuss a lesson they will co-teach. They discuss the following questions. What do we hope to accomplish in the lesson? What are the goals? What do we both need to know and do to make this lesson successful? Which part will I do? Which part will you do? When they are finished teaching they will discuss what went well and why, what did not go well and why not and what they may do differently next time.

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Peer Coaching Coffee Talk (articles, resources)

- ☐ Set up a time and space for the teachers to meet
- ☐ Provide coffee or bottles of chilled water
- ☐ Identify an article or resources to be reviewed prior to the meeting

Example: Teacher A is working on providing positive and meaningful feedback to students. Teacher B is exceptional at doing this. You provide an article on the 5 best ways to provide student feedback. Teachers discuss and determine what new idea they will both try. Teacher A wants to observe Teacher B. You help set up the observation.

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Peer Coaching Practical Support

- ☐ First, identify the practical support a teacher needs. Example: Mrs. A needs help transitioning students from whole group to small group
- ☐ Next, brainstorm with administration or a lead teacher which teachers in your building are good at quick and effective transitions. Example: Mr. B provides quick and academic transitions
- ☐ Then, meet with the teacher that has the strength (Mr. B) and come up with a plan to support the teacher (Mrs. A). Be sure to really know your teachers to create plans that will be supportive and welcoming and not threatening
- ☐ Finally, identify a timeline and revisit as needed

Meet	Observe	Next Steps
Meet and have Mr. B explain lesson and transitions	Mrs. A observes Mr. B teaching lesson and takes notes on transitions	Mr. A and Mr. B meet to debrief and coach follows up with observations of Ms. A

Peer Coaching Mini-in-services

- ☐ Set up a time that is consistent, create a yearly calendar if possible
- ☐ Have teachers establish norms at the first in-service and have a teacher review the norms at each in-service
- ☐ Create an agenda, with teacher buy-in and involvement, from team meetings, conversations, observations, and etc.
- ☐ Send agenda 2 or 3 days before in-service and let the teachers know you are available to answer questions and addresses concerns (possibly pre-correcting misconceptions)
- ☐ Review agenda with participating teachers the day before
- ☐ Follow agenda, honor times, provide treats and useful trinkets when possible

Example Agenda

3:00- Check in and ice breaker (Ms. A)
 3:10- Review norms (Ms. B)
 3:15- Analyze data example from PDSA cycle (Mr. C)
 3:30- Analyze data with partners (Coach)
 3:40- Identify next steps (Principal and Coach)
 3:45- Closing (Mr. D)

Peer Coaching Emotional Support

- ☐ First, remember that everyone goes through tough times and be sympathetic when that happens, even if it is impacting teaching and learning
- ☐ Next, brainstorm with administration how you can support a teacher that is struggling. Identify the “musts” and the “mays.” Things the teacher “must” still do and the “mays” if they have time and enough emotional cushion to complete it.
- ☐ Then, involve the teacher in the list. What is important to him or her? What is the most helpful?
- ☐ Finally, identify a timeline and revisit as needed

Musts	Mays
1- Complete all progress monitoring	1- Bus duty (let Admin know at least 1 hour before)
2- Arrive on time and be prepared with all lessons	2- Library with students

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Coaching Cycles Questions for beginning a coaching cycle

- ☐ What do you hope you will learn from our work together? What do you hope students learn?
- ☐ What would you like the instructional focus to be? How did you decide that? Did student data help you decide? Do you want to look at student data that is aligned with the instructional focus you have chosen?
- ☐ How will we measure your success with the instructional focus?
- ☐ What coaching activities will be the most beneficial for achieving success with the instructional focus?
- ☐ When is the best time for me to meet with you for planning and observing in your classroom?
- ☐ What other supports do you need from me or others?
- ☐ How do you prefer to communicate throughout the coaching cycle?

Peer Coaching Share Expertise

- ☐ First, identify coaching focus areas on the Coaching Focus Folder for teachers in group A or B. Example: Mrs. A struggles with organization.
- ☐ Next, brainstorm with administration or a lead teacher which teachers in your building have the coaching focus areas as strengths. Mr. B
- ☐ Then, meet with the teacher that has the strength (Mr. B) and come up with a plan to support the teacher (Mrs. A) in group A or B. Be sure to really know your teachers to create plans that will be supportive and welcoming and not threatening
- ☐ Finally, identify a timeline and revisit as needed

Mrs. A	Mr. B	Plan
Gathering and organizing materials for new program implementation	Exceptional at preparing lesson plans and organization or materials	Meet weekly (2 weeks) to prepare lesson plans and review organization of materials Coach follows up

Resources Wish List

- ☐ Teachers create a wish list
- ☐ Post wish lists on PD board in your coaching environment
- ☐ Anyone can honor the wish and be acknowledged or stay anonymous

Wish List

Wish	Honored	Thank You
I really need some Magic Treehouse books for my classroom library if anyone has duplicates. (Mrs. C)	I have several duplicates and I'll give you a few. Come see me during my prep. (Mr D)	My kids love the books. Thank you Mr. D. Thanks Mr. D. We love the books. Bobby and Marc

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Resources Checklist

- ☐ Provide a checklist of what resources teachers should have for the programs/curriculum they teach
- ☐ If resources are missing, they bring their checklist to you and you "go on the hunt" for what they need
- ☐ Provide a checklist of helpful resources teachers may want to purchase or borrow from other teachers

Resources you should have	Resources that will be helpful
Teacher Manuals 1-6	Small white boards
3 novel sets with 25 books	Dry erase markers
25 student planners	Cloth erasers
Leveled text library (50 books)	

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Resources For the Taking

- ☐ Designate a space in the school for resources you want to give away
- ☐ Put a sign up "For the Taking"
- ☐ Encourage others to donate resources too

For the Taking

Whiteboards
Markers
Extra decodable readers

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Resources Resources Email

- ☐ Send out a weekly email asking teachers to identify the resources they NEED and WANT
- ☐ Keep a list and try to find as many resources as possible
- ☐ You can include these on the "Wish List" or on the "For the Taking" sign

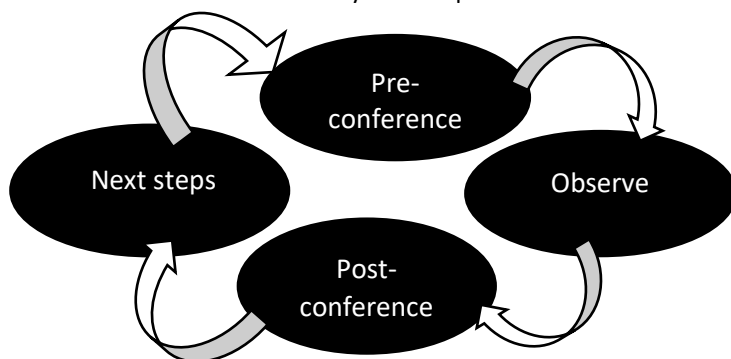
Example: Good Monday morning everyone! Please let me know the resources you really NEED now and some resources you also really WANT to have. I'll do my best to find them for you.

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Pre-Post

Observations, Peer Coaching, Demonstration Lessons

- ☐ Set up a pre-conference
- ☐ Teacher defines goal of observation, peer coaching, or demonstration lesson
- ☐ Observe and take notes on goal
- ☐ Set up a post-conference
- ☐ Review notes and identify next steps



Observations

Observing interactions between teacher and student

- ☐ Follow pre-post card (including debriefing and next steps)
- ☐ During observation, script what the teacher does and what the students do in response to the teacher
- ☐ List times as appropriate

Example:

Teachers does or says...	Students respond by...
Teacher is writing on board (2 minutes)	Some students are watching, some distracted by other things
Teacher is using phrase reading (5 minutes)	Students are following along and reading as directed

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Observations

Implementing something new with Direct Instruction

- ☐ Follow pre-post card
- ☐ Identify with the teacher the beginning components of direct instruction (**I do and we do**, or **teach, model and practice**). The final components (**you do** and **apply**) are listed in the Refining through Direct Instruction Observation Card.
- ☐ Before the observation, review lesson with the teacher and create a checklist or note-taking device for each component
- ☐ During observation fill in the checklist or take notes
- ☐ After the observation, review the checklist or notes and identify strengths and things to consider for improvement
- ☐ Identify next steps (modeling, observing another teacher, or another observation after additional practicing)

Before	During	After
Meet to identify I do and we do for self-monitoring with text	Complete checklist for I do and we do	Review checklist Next steps: Have coach model I do , we do , and you do

Observations

Refining through Direct Instruction

- ☐ Follow pre-post card
- ☐ Identify the components of direct instruction, with the teacher. You can use **I do**, **we do**, **you do**, or **teach**, **model**, **practice** and **apply**.
- ☐ Before the observation, review the lesson with the teacher and create a checklist or note-taking device for each component
- ☐ During observation, fill in the checklist or take notes
- ☐ After the observation, review the checklist or notes and identify strengths and things to consider for improvement
- ☐ Identify next steps, which may involve modeling, observing another teacher, or another observation after additional practicing.

Before	During	After
Meet to identify I do , we do , you do for teaching note-taking	Complete checklist for I do , we do , you do	Review checklist Next steps: Practice and schedule 2 nd observation

Observations Active engagement

- ☐ Follow pre-post card
- ☐ Before observation, draft a seating chart or have the teacher give you one
- ☐ During observation, put a mark (tally, star) by each student's name for the active engagement strategy you are observing (i.e., teaching asking questions, think-pair-share, class discussion, students asking questions, use of white boards, and etc.) every time that student is engaged with the strategy
- ☐ During debriefing share data with teacher

Jill ★★	Josh
Tom	Alex★

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Observations

Student perspective on Purpose

- ☐ Follow pre-post card and before observation, identify 1) the **purpose** of the lesson, 2) **why** it's important to students, and 3) **how** will students know they have been successful in learning it. Identify the evidence for all 3 of these things.
- ☐ Create a checklist and during observation, put a mark (tally, star) each time a student shows that they know the purpose, why they are learning it, and how they know they learned it
- ☐ During debriefing review data from observation and exit tickets with teacher and identify next steps

Purpose	Why	How
Identify the 3 branches of government and how each branch impacts you 	To become more involved citizens with government in the community and nation 	Students identify on exit ticket a branch of gov, the impact on them, and connection to being a better citizen.

Observations Feedback for Students

- ☐ Research articles or books about specific feedback for students. The example below comes from the article, *5 Research-Based Tips for Providing Students with Meaningful Feedback*, by Marianne Stenger
- ☐ Follow pre-post card and before observation, identify two of the 5 tips the teacher wants to try
- ☐ Create a checklist with the teacher, and during observation, put a mark (tally, star) each time you observe the teacher providing the feedback. Add notes as time allows
- ☐ During debriefing review data from observation and identify next steps

	Be specific as possible. Note: You told Mike his expanded sentence really explained today's purpose and to keep adding those details
	Immediate feedback: the sooner the better Note: You asked Jordan how he felt about his lead and he thought it could be stronger, you suggested a couple of words and he agreed.

Observations

Teacher-Student Relationships

- ☐ Research articles or books about positive teacher-student relationships and how to repair negative relationships. Search your state educational agency website and their positive behavior support systems for resources.
- ☐ Follow pre-post card and before observation, identify 2 or 3 things the teacher will try before, during, and after the lesson
- ☐ Create a checklist with the teacher, and during observation, put a mark (tally, star) each time you observe it and add notes
- ☐ During debriefing, review data from observation and identify next steps

	Reminding students of expectations for the class and today's lesson Ex. Reviewed expectations and clearly explained (I do, we do) partner activity for note-taking and clarified throughout lesson as needed.
	Improving relationships with students (5 in particular) Note: Greeted Rob at the door and asked about his motor cross racing from the weekend. He smiled and said, "good."

Demonstration Lessons Videos

- ☐ Using Teachertube.com, find videos exemplifying the teaching practice or strategy you want teachers to learn or improve
- ☐ Tape a teacher's lesson for later review and discussion
- ☐ Create a folder and add video links labeled by strategy and have them available for checkout
- ☐ Create a discussion sheet for teachers to take notes while viewing a video for later discussion
- ☐ Ask teachers to videotape themselves. View and discuss at a designated time
- ☐ Whichever video example you choose, follow the pre-post card

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Demonstration Lessons Modeling

- ☐ Determine what you want to model or what a teacher has requested to be modeled
- ☐ Review the observation cards and choose one that best fits
- ☐ Follow pre-post card and before lesson, review the purpose and plan for the lesson with the teacher
- ☐ Create a checklist or note-taking device with the teacher, and during the lesson, have the teacher mark the checklist and/or take notes. Don't make the note-taking or checklist too complicated that the teacher is more concerned about filling it out instead of observing your teaching.
- ☐ During debriefing review checklist or notes from lesson and identify next steps, which are hopefully to observe the teacher doing the same or very similar thing

Model	Observation Card	Next Steps
Engaging kids during whole group reading	Active Engagement	Observing teacher with whole group reading

Demonstration Lessons Co-teaching

- ☐ Invite a teacher to watch a co-teaching lesson
- ☐ Follow pre-post card and meet to discuss and review the lesson
- ☐ Discuss which segment of the lesson each teacher will be teaching
- ☐ Go over the instructional strategies each will use
- ☐ Be sure the goals of the lesson are clear
- ☐ Decide on goals for notes and observation of the lesson

Example: You meet with Sally to discuss a lesson that Suzy and Lucy will co-teach. You discuss the following: What do we hope to accomplish watching this lesson? What are the goals?

When the lesson is over, take time to debrief. What went well and why?

What did not go well and why not? What did you learn that you may use in your own classroom and how can I support you?

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Demonstration Lessons

Side-by-Side: Focus is on specific strategy or routine

- ☐ Follow the pre-post card and meet to discuss and plan the specific strategy or routine you will be teaching
- ☐ Decide which part of the strategy or routine each will teach, or if the coach is there just to step in as needed
- ☐ Go over the routine or strategy and remind the teacher you will be right by their side if they want you to step in
- ☐ Review the process for stepping in
- ☐ Discuss what the teacher will do when not teaching and be sure the goals of the lesson are clear

Example: Lucy and the coach meet to discuss the sound by sound blending routine. They review the targeted activity and the cue card. Lucy decides to teach the routine and asks the coach to step in when she tells the class the coach is now going to have a turn. After the

lesson, Lucy and the coach take time to debrief and identify next steps. www.strivetlc.com

Debriefing Must Dos

Think through these critical factors before debriefing and reflecting with teachers

- ☐ Choose and set a positive and safe climate for the teacher
- ☐ Debrief as soon as possible (within the week)
- ☐ Refer as much to the data you collected as possible and reserve judgement
- ☐ Encourage the teacher to talk and you LISTEN
- ☐ Generate ideas for the teacher to be and feel successful
- ☐ Be empathetic when summarizing and planning next steps
- ☐ Ask the teacher what you can do better with the next debriefing and reflecting

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Debriefing

Focus on student data, including student work

- ☐ When you were teaching, what did you observe the students doing? How many were successful? Why? How many were not successful? Why do you think that?
- ☐ What was your goal for the lesson? Do you feel students reached the goal? Why or why not? How will you follow up with students that didn't meet the goal? Do you want to look at student work together and identify ideas for continued improvement? In whole group? Small group? Individually?
- ☐ Did you notice any students being confused? How did you address their confusion? How will you provide follow-up and feedback?
- ☐ What do you think this will look like in a week in your classroom? What will student data or student work look like?
- ☐ Would you like additional ideas? Resources? Would you like to observe someone? Would you like me to do a demonstration lesson with your students?

Debriefing

Planning and Reflecting on a Lesson

- ☐ How will you introduce the objectives/learning targets/goals for the lesson?
- ☐ What will be new for the students? What will be review? How will you plan for both?
- ☐ What confusions or frustrations are you anticipating from students? How are you planning for that? How will you determine this during the lesson and after? How will you provide feedback?
- ☐ If someone was going to observe your lesson, what would you want them to focus on and provide feedback about?
- ☐ What worked with your lesson? What would you adjust? Where do you plan on going from here?
- ☐ What did you notice about your class? Individual students?
- ☐ How does this lesson inform your planning for upcoming lessons?
- ☐ Would you like additional ideas? Resources? Would you like to observe another teacher? Would you like me to do a demonstration lesson with your students? Watch a video clip?

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Debriefing

End of Coaching Cycle

- ☐ How did you benefit from this coaching cycle?
- ☐ How did your class benefit from this coaching cycle?
- ☐ How did individual students benefit from this coaching cycle?
- ☐ Which coaching activities were the most beneficial? Why?
- ☐ Which coaching activities were the least beneficial? Why?
- ☐ Is there anything I can do to improve the coaching cycle experience for you?
- ☐ Do you want to continue this coaching cycle? Adjust it?
- ☐ Do you want to extend your expertise through research, video clips, or observing other teachers?
- ☐ What are your next steps for sustaining the benefits of this coaching cycle?
- ☐ When can I follow up to celebrate your sustained success?
- ☐ Do you have any additional feedback or ideas for me to improve my coaching?

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