

Teacher Induction **Coaching Toolbox**



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Coaching Conversations

Included:

Planning Conversation

Reflective Conversation

Mineral Rights Conversation

CSTP Reflection Protocol

Coaching Stems

Questioning for Clarity

Coaching Skills

PLANNING CONVERSATION

1. Clarify Goals:

What might be some of your [outcomes](#)...?

What are a few things you'll [accomplish](#)...?

2. Specify Success Indicators:

What might be some [evidence to collect](#)...?

How might you know when you've [reached](#)...?

What would (person) [be doing](#) that would...?

What would....[look like/sound like](#)?

3. Anticipate Approaches, Strategies, Decisions & How to Monitor Them:

What might be some [strategies](#)...?

What are some [possible decisions](#)...?

As you envision...what are some [approaches](#)...?

4. Establish Personal Learning Focus and Process for Self-Assessment:

What might you want to be sure & do well?

How might you know you've learned this?

5. Reflect on the Coaching Process:

How has our conversation supported...?

What are your next steps...?

REFLECTIVE CONVERSATION

1. Summarize Impressions:

What might be some of your [impressions](#)...?

What might be some of your [thoughts](#)...?

How might you be [feeling](#) about...?

2. Recall Supporting Information:

What might be some things you [noticed](#)...?

What might be some [observations](#)...?

What might be some [experiences](#)...?

3. Analyze Causal Factors:

What are [some things you did that](#) contributed...?

What kinds of [approaches might have you been using](#) that...?

So what kinds of things [were you doing](#) that...?

4. Construct New Learning:

So what might you be learning?

What learning will you take away?

5. Commit to Application:

What might be your next step?

How might you apply...?

6. Reflect on the Coaching Process & Explore Refinements:

How has this conversation been helpful...?

Fierce Conversations – The Mineral Rights Conversation

(Source: Fierce Conversations – Author: Susan Scott)

1. Name the Issue

What is the most important thing we need to be talking about today?

2. Clarify the issue

What's going on?

How long has it been going on?

How bad are things?

3. Determine the current impact

How is the issue currently impacting you?

What results is this situation currently producing for you?

How is the issue currently impacting others?

When you consider the impact on yourself and others, what are your emotions?

4. Determine the future implications

If nothing changes, what's likely to happen?

What is at stake for you to lose or gain relative to this issue?

What is at stake for other to lose or gain?

5. Examine your personal contribution to this issue

How have you contributed to the problem?

6. Describe the ideal outcome

When this issue is resolved, what difference will it make?

What results will you enjoy?

What results will others enjoy?

When you imagine these results, what are your emotions?

7. Commitment to action

What is the most potent step you could take to move this issue toward resolution?

What's going to try and get in your way?

How will you get past it?

CSTP Reflection Protocol

During the meeting:

1. PT reads element and language for different levels (Coach, read the element language as well so when you are engaging in conversation around that element you have a common understanding of the element.)
2. PT highlights the descriptions in the placement that best matches their current practice.
3. PT shares their placement with Coach.
4. Coach asks PT coaching questions for PTs to verbalize the evidence that supports their placement:
 - *Tell me more about your placement.*
 - *What led to that placement?*
 - *Tell me what you mean when you...*
 - *How did you decide...?*
5. Based on the placement, PT and Coach review the next developmental level.
6. Coach asks PT coaching questions to identify actionable next steps:
 - *What might be some strategies...?*
 - *What are some approaches...?*
 - *What would...look like/sound like?*
 - *Are you open to suggestions?*
 - *What aspect of the next level might seem daunting?*
 - *How can I help you in achieving...?*
7. PT verbalizes actionable next steps to grow into that next level.
8. PT writes actionable next steps in their continuum booklet.
9. PT dates placement and actionable next steps in their continuum booklet.

At next scheduled meeting:

1. Coach asks PT to share their progress on their determined actionable next steps.
 - *How might you be feeling about...?*
 - *What might be some things you noticed...?*
 - *So what kinds of things were you doing that...?*
 - *So what might you be learning?*
 - *What might be your next step?*
2. Coach documents notable information in the monthly collaboration log.

Throughout the year:

As growth occurs over time, Coach will prompt PT to circle and date their new placement in their continuum.

General Coaching Sentence Stems

Active Listening Stems	Nonjudgmental Responses	
<ul style="list-style-type: none"> • So... • In other words... • What I'm hearing, then...Is that correct? • What I hear you saying is... • Am I missing anything? • I'm hearing many things... • As I listen to you, I'm hearing... • Is there anything else you feel I should know? 	<ul style="list-style-type: none"> • I noticed how when you...the students really... (to identify something that worked and why it worked) • I'm interested in learning (or hearing) more about... • I'd love to hear more about... • Thank you for sharing your thoughts. Can you tell me more about...? 	
Clarifying Stems	Probing Stems	
<ul style="list-style-type: none"> • Let me see if I understand... • I'd be interested in hearing more about... • It would help me understand if you'd give me an example of... • So, are you saying/suggesting...? • Tell me what you mean when you... • Tell me how that idea is like (or different from)... • To what extent is...? • I'm curious to know more about... • I'm intrigued by... • I'm interested in... • I wonder... 	<ul style="list-style-type: none"> • What's another way you might...? • What would it look like if...? • What do you think would happen if...? • How was...different from (or similar to)... • What's another way you might...? • What sort of an impact do you think...? • What criteria do you use to...? • When have you done something like...before? • What do you think...? • How did you decide...(come to that conclusion?)? • I'm curious to know more about... • I'm intrigued by... • I'm interested in... • I wonder... 	
	<th data-bbox="797 1413 1503 1455">Asset-Based Coaching</th> <ul style="list-style-type: none"> • What's going well? What do you do well? • What are you most proud of in your practice? • What might be some strengths of yours? • If ___ isn't going well, when has this worked for you before? • How might you use your ___ strength to help you in this area? 	Asset-Based Coaching

Facilitative & Directive Coaching Stems*

FACILITATIVE	DIRECTIVE
Cathartic Stems <ul style="list-style-type: none"> I'm noticing that you're experiencing some feelings. Would it be OK to explore those for a few minutes? What's coming up for you right now? Would you like to talk about your feelings? Wow. I imagine I'd have some emotions if that happened to me. Are you experiencing strong feelings? 	Informative Stems <ul style="list-style-type: none"> There's a useful book on that topic by... An effective strategy to teach ____ is... You can contact ____ in ____ department for that resource... Your principal will be in touch about that. ____ is very effective at teaching that skill; maybe you could observe him.
Catalytic Stems <ul style="list-style-type: none"> Tell me about a previous time when you... How did you deal with that? I hear you're really struggling with... How do you intend to start? It sounds like you're unsatisfied with... What would you do differently next time? You've just talked about five different things you want to work on this week. The last thing you mentioned is... How important is this to you? How do you want your students (or a particular student) to remember you? How do you want to remember this time or situation in fifteen years? Who do you want to be in this situation? 	Prescriptive Stems <ul style="list-style-type: none"> I would like you to discuss this issue with your supervisor. You need to know that the school's policy is... Have you talked to ____ about that yet? Last week you said you planned on doing so. Would it be ok if I share some advice that I think might help you? You're welcome to take it or leave it, of course. I'd like to suggest...
Supportive Stems <ul style="list-style-type: none"> I noticed how when you...the students really... (To identify something that worked and why it worked) It sounds like you have a number of ideas to try out! It'll be exciting to see which works best for you! What did you do to make the lesson so successful? I'm interested in learning (or hearing) more about... Your commitment is really inspiring to me. It sounds like you handled that in a very confident way. You did a great job when you... I'm confident that you'll be successful. 	Confrontational (Interrupting) Stems <ul style="list-style-type: none"> Would you be willing to explore your reasoning (or assumptions) about this? I'd like to ask you about... Is that okay? What's another way you might...? What would it look like if...? Is there any other way to see this situation? What do you think would happen if...? What sort of an effect do you think...would have? I'm noticing (some aspect of your behavior)...What do you think is going on? What criteria do you use to...? Who do you want to be in this situation? How do you want to show up? How do you want others to see you in this situation?

* The labels for these categories—cathartic, catalytic, supportive, informative, directive, confrontational—are from the work of John Heron.

Questioning for Clarity

Probing for specificity, therefore reducing vague language, will clarify focus. This supports precision in language and thinking and fosters a shift from overwhelming to manageable.

Vague Nouns/Pronouns

Examples: *classroom management, my students, we, us*

"My students don't understand fractions."

Coaches will need to probe to know where to target during the problem-solving process.

Probing questions to narrow the focus:

Which students? What piece of fractions are they having difficulty with?

Universal Quantifiers

Examples: *everyone, all, no one, never, always*

"These kids are never on time."

These statements possess a *universal truth*.

Probing guides the conversation with measurable details and supportable data.

Probing questions to narrow the focus: *Never?*

Has there been an instance when most of them were on time?

Comparators

Examples: *better, best, larger, slower, more, less, least*

"Today's lesson was much better"

Specify the speaker's criteria and standards for comparison.

Probing questions to narrow the focus: *In*

what ways was it better? What was it better than?

Rule Words

Examples: *I have to, I must, I can't, I should have, I shouldn't have*

Creating a safe environment to explore in this area is important. The intonation in the voice should be nonthreatening.

Probing questions to narrow the focus: *Who*

says you "have to"? What would happen if you didn't? What stops you from doing that?

Clarifying questions elicit details, specifics, clarifications, or examples. These questions can help clarify a teacher's own thinking and are asked for the benefit of the teacher.

Clarifying Questions

Tell me more about that...

Let me see if I understand...

I'd be interested in hearing more about...

It would be help me understand if you'd give me an example of...

So, are you saying that...?

Would you like to talk more about that?

Coaching Skills

BUILDING RAPPORT

The first task in successful interpersonal relationships is to attempt to build rapport. Building rapport is all about matching ourselves with another person (either in posture, gesture, tonality, language or breathing). One must be aware of small everyday habits that might break rapport (i.e. looking at the clock, checking our phones, multi-tasking).

Positive effects of building rapport:

- Builds trust and opens the doors of communication
- Tells the teacher you care about what he/she is saying and that what he/she is saying is interesting

PAUSING & PARAPHRASING

Pausing

There are different types of wait time. When applied in a coaching conversation, wait time opportunities may include:

- **After the mentor asks a question**
 - Allows thinking time
 - Signals support for thinking
 - Demonstrates belief in your teacher's capacity for thinking
- **After the teacher responds (Before the mentor responds)**
 - Allows the teacher more time to share if he/she thinks of something else
 - Allows time for the mentor to retrieve additional and/or related information before responding

Paraphrasing

When a mentor paraphrases what his/her teacher is saying, this communicates 3 things:

- I am listening, I am interested/care, I understand you (or am trying to)

Some principles of paraphrases to keep in mind:

- Attend fully and listen with the intention to understand
- Capture the essence of the message (make the paraphrase shorter than the original statement)
- Use the pronoun "you" instead of "I"

LISTENING SET ASIDES

There are 3 types of Listening Set-Asides:

- **Autobiographical Listening:** Occurs when the brain exercises its associative powers and the teacher's story stimulates the mentor to think of his/her own experiences. Besides being distracting, autobiographical listening may stimulate judgment, comparison, and/or immersion, in which we are lost in attentiveness to our own story.
- **Inquisitive Listening:** Occurs when we begin to get curious about portions of the story that are not relevant to the problem at hand. We begin mind reading which does not allow us to pay sufficient attention to what our teacher is saying.
- **Solution Listening:** Because we may view ourselves as great problem solvers, ready with help and eager to give suggestions, we immediately begin searching for the right solution to the problem. When coaching, however, thinking of solution approaches as your teacher speaks interferes with understanding the situation from the teacher's perspective.

POSITIVE PRESUPPOSITIONS

Positive presuppositions send out a message that people are acting with positive intentions. Use of positive presuppositions helps create an environment of trust and respect where people feel safe to think out loud and interact in meaningful conversations. As mentors, we pay attention to our use of presuppositions and choose our words with care.

It is always our aim to impart messages that convey positive intent on the part of others. Consider the following positive presupposition. *"What literacy strategy do you plan to use to make the greatest impact on student learning?"* The standard for this presupposition is that the teacher knows literacy strategies, that she thinks and plans carefully for significant learning AND that she knows which strategies have the greatest impact on her students.

Negative Presupposition	Positive Presupposition
My students just can't do this work.	So, you're concerned about your students' success.
Can you see any indication that this student understands the content?	As you examine this student's work, what are some of the details that you are noticing?
Why did you do that?	What were some of the reasons for making that choice or decision?
Do you have an objective for your lesson?	What objectives have you planned for your lesson?
Have you thought about doing...?	What options are you considering?

PROBING FOR SPECIFICITY

Probing for specificity (reducing vague language) will clarify focus. This supports precision in language and thinking and fosters a shift from overwhelming to manageable:

Vague Language	Teacher says...	Probing questions to narrow focus
Vague Nouns/Pronouns	<i>We, us, my students, "My student's don't understand fractions"</i>	Which students? What piece of fractions are they having difficulty with?
Vague Verbs	<i>I will prepare, I will differentiate, I will enhance</i>	<i>How will you prepare? In what ways will you differentiate? What are your thoughts on how you will enhance?</i>
Comparators	<i>Better, best, larger, slower, more "Today's lesson was much better."</i>	In what ways was it better? What was it better than?
Rule Words	<i>I have to, I must, I can't, I should have, I shouldn't have</i>	Who says you "have to"? What would happen if you didn't? What stops you from doing that?
Universal Quantifiers	<i>Everyone, all, no one, never, always "These parents never care."</i>	All parents? Never? Has there been an instance when some have shown that they do care?

THREE STANCES OF COACHING

There are three stances of coaching that you will step in and out of to move your teacher forward:

Coaching	Collaborating	Consulting
When you are coaching, you are building your teacher's efficacy, instructional decision making, and confidence through reflective questions. The coaching stance is the one that you should be in during the majority of your conversations with your teacher.	When you are collaborating, you are approaching a task with your teacher as an equal contributor with shared responsibility.	When you are consulting, you are wearing the expert hat; sharing opinions, expertise, knowledge and/or research with your teacher. It is best to take the consulting stance only when your teacher is truly "stuck" in their thinking. It is best practice to ask your teacher if they want you, as their coach, to take on the consulting stance to share some ideas and solutions with them.
Pros:	Pros:	Pros:
Cons:	Cons:	Cons:

Adapted from:

Costa, Arthur L., and Robert J. Garmston. *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon, 1994. Print.

Lipton, Laura, Bruce M. Wellman, and Carlette Humbard. *Mentoring Matters: A Practical Guide to Learning-focused Relationships*. Sherman, CT: MiraVia, LCC, 2003. 59-62. Print.

Observation Resources

Included:

- Observation by Coach (In-Person/Virtual Instruction)
- Observation of a Peer (In-Person/Virtual Instruction)
- Observation of a Peer (Online Teaching Videos)

Observation by Coach Cycle: Protocol

In-Person or Virtual Instruction

Materials Needed (Teacher & Coach)

- [Teaching Practice Framework](#) (Teacher's most recent reflection) - Phase I
- [Teaching Practice Framework CSTP Connections](#) - Phase I
- [Observation by Coach Tool](#) - Phase I, II & III
- [Observation by Coach Tool Sample](#) – Phase I, II & III

Materials Needed (Coach ONLY)

- [Observation by Coach Cycle Conversation Guide](#) - Phase I
- [Reflective Conversation](#) - Phase III

»» Phase I: PLANNING CONVERSATION

In preparation for this observation cycle, the induction coach and participating teacher will meet to discuss what the participating teacher would like the induction coach to observe and collect data on, along with discussing the reasoning for this focus area. This observation focus will be driven by the teacher's most recent reflection on the **Teaching Practice Framework**. The induction coach will use the entire [Observation by Coach Cycle: Conversation Guide](#) to facilitate this conversation with the participating teacher, and **the participating teacher will record responses to the pre-observation questions regarding their focus area at the top of the [Observation by Coach Tool](#).**

»» Phase II: OBSERVATION/DATA COLLECTION

During the observation, the **induction coach will capture SPECIFIC and OBJECTIVE data** (i.e., teacher's/students' words and actions, quotes, qualitative and quantitative data) based on the teacher's focus area as well as general teaching practice.

- The induction coach will record this data under the "Conducting Coach Observation" section of the *Observation by Coach Tool*. See [Observation by Coach Tool Sample](#) for an example of the type of specific and objective data the coach should be recording. *(Coaching Toolbox p. 21)*

»» Phase III: POST-OBSERVATION DEBRIEF/REFLECTION

Step 1 (Preparation): Following the observation, the **induction coach** will review the qualitative and quantitative data they collected and identify trends related to the teacher's focus area and general teaching practice.

- Under the "Coach Preparation for Observation Debrief" section of the *Observation by Coach Tool*, the induction coach will record the strengths they observed in their teacher's instructional setting using specific and objective data from the observation.

Step 2 (Reflective Conversation): The **induction coach** will facilitate the post-observation debrief by engaging the participating teacher in a [Reflective Conversation](#).

Step 3 (Share Data): The **induction coach** will share the observation data they collected, including the strengths they identified in "Coach Preparation for Observation Debrief". The Induction coach

and participating teacher will continue their debrief conversation discussing any new insights or considerations for future practice.

- After the debrief conversation is completed, the coach will give the *Observation by Coach Tool* to the teacher for completion of the final section.

Step 4 (Teacher's Written Key Insights Reflection): Following the debrief, the **participating teacher** will respond to the post-observation reflective questions on the *Observation by Coach Tool*.

Step 5 (Teacher Uploads to Digital Account): The **participating teacher** will upload the completed *Observation by Coach Tool* to their Digital account by or before the due date.

Observation by Coach Cycle: Conversation Guide

In-Person or Virtual Instruction

Induction Coaches: This *Observation by Coach Cycle: Conversation Guide* is a companion guide to the *Observation by Coach Cycle: Protocol*. Your role is to guide your participating teacher through all the questions below during one of your weekly meetings as part of the *Observation by Coach Cycle: Protocol (Phase I)*. Please ask clarifying questions to help your teacher make discoveries and connections about their teaching practice. Remember to make notes of the content of this conversation in the relevant Monthly Log.

Phase I: PLANNING CONVERSATION

»» Focus Area

- **Considering your most recent reflection on the [Teaching Practice Framework](#), what are some Domains and Indicators that you have recently experienced growth and success in?**
 - o *What might be some factors that have led to this growth?*
- **Considering your most recent reflection on the Teaching Practice Framework, what are some possible Domains and/or Indicators you might want some data collection or feedback on during this Observation by Coach cycle? This focus can be directly related to your ILP/Focus of Practice professional growth goal, or it can be based on a different Domain/Indicator.**
 - o *What specific feedback/data would you like gathered around this area? (i.e., execution of routines and procedures, on-task behavior, student engagement and cooperation during group work, ratio of student talk vs teacher talk, checking for understanding, lesson design, etc.)*
 - o Please review the [Observation by Coach Tool](#) and complete the pre-observation prompts under the "Teacher Focus Area" section. (Teachers and Coaches: If you find that another tool may be more conducive for data collection on your specific focus, please reach out to your designated Induction team member for next steps.)

»» CSTP Connections

- **Using the [Framework CSTP Connections](#) document, review the CSTP element(s) that directly correlate(s) with your focus area.**
- **Which CSTP element(s) connect(s) with the focus area that we just discussed?** (Coaches: Remember to use the content from this conversation in the Monthly CSTP Reflection section of the relevant Monthly Log.)

»» Scheduling Observation & Observation Debrief

- o **What date/time would you like me to come in and conduct this observation?**
 - o Teacher and Coach: Determine the best date/time to observe this focus area in action. Keep in mind that the minimum amount of time for conducting an observation is **30 minutes**.
 - o Schedule the agreed upon date in your calendars. *(Teacher and Coach, please try to keep your commitment on the agreed date as late submissions can impact the teacher's program timeline.)*
- o **Knowing that our Observation Debrief should take place shortly after the observation, what date/time would you like to schedule this debrief?**
 - o Teacher and Coach: Determine the best date/time for debrief.
 - o Schedule the agreed upon date in your calendars. *Again, please work to keep commitments. The sooner the debrief, the more relevant and meaningful the outcomes.*

For instructions on what to do DURING and AFTER the observation, details are provided on the Observation by Coach Cycle Protocol - Phase II (Observation/Data Collection) and Phase III (Post-Observation Debrief/Reflection).

Observation by Coach Tool

Participating Teacher:		Teaching assignment and grade level(s):	
Induction Coach:		Observation Date:	
Time Observation Begins:		Time Observation Ends:	

DIRECTIONS: Please work together in planning for a coach observation utilizing the *Observation by Coach Cycle: Protocol and Conversation Guide* documents. As a reminder, the minimum amount of time for conducting an observation is 30 minutes.

Blue Cell = To be Completed by TEACHER
Green Cell = To be Completed by COACH

Teacher Focus Area (Phase I)

TEACHER, respond to the following questions to prepare for your observation.

Teaching Practice Framework Domain/Indicator:

Focus of Observation:

Why is it important for this focus to be observed?

Conducting Coach Observation (Phase II)

COACH, capture SPECIFIC and OBJECTIVE data based on the teacher's focus area as well as general teaching practice.

Time Stamps	Teacher/Student words and actions
	SAMPLE
8:10 AM	T: Welcome to class students, today we are going to be continuing with our second read... *teacher explains directions for the second read T: Tell your partner what we are doing today...
8:12 AM	S: Turn towards one another and start sharing

Time Stamps	Teacher/Student words and actions

Coach Preparation for Observation Debrief (Phase III, Step 1)

- 1) Coach, review the qualitative and quantitative data you've collected and identify trends related to the teacher's focus area and general teaching practice.
- 2) Coach, record the strengths that you observed in your teacher's instructional setting using specific and objective data from the observation in the space provided below.
- 3) Coach, review the [Reflective Conversation](#) guide and utilize the coaching stems to help navigate the observation debrief. *For details on the observation debrief, see the Observation by Coach Cycle: Protocol, "Post-Observation Debrief".*

Identified Strengths (based on specific and objective data collected during the observation). *This must be completed by the Coach.*

Teacher Post-Observation Key Insights (Phase III, Step 4)

TEACHER, following your Observation Debrief respond to the questions below.

Commit to Application: Reflecting on your observation debrief, how will you apply what you learned from this observation into your teaching practice? What might be some next focus areas and next steps?

Observation by Coach Tool Sample

Participating Teacher:	Nancy Navarro (Yr 2)	Teaching assignment and grade level(s):	7 th Grade Science
Induction Coach:	Minerva Schwartz	Observation Date:	March 5 th
Time Observation Begins:	1:00 PM	Time Observation Ends:	1:35 PM

DIRECTIONS: Please work together in planning for a coach observation utilizing the Observation by Coach Cycle: Protocol and Conversation Guide documents. As a reminder, the minimum amount of time for conducting an observation is 30 minutes.

Disclaimer: This example is from a Year 2 teacher with several years of teaching experience prior to Induction (due to working on a STSP and Internship) and that is why this teacher is focusing on Domain IV. Please know that most teachers in Induction will be focusing on the foundational domains and are not expected to be reflecting on Domain IV.

Blue Cell = To be completed by TEACHER
Green Cell = To be Completed by COACH

Teacher Focus Area (Phase I)

TEACHER, respond to the following questions to prepare for your observation.

Teaching Practice Framework Domain/Indicator:

Domain IV: Data-Driven & Differentiated Instruction; Indicator IV (a): Do I understand what my students need individually and collectively based on varied formative and summative assessment data (content mastery, reading levels, language proficiency, academic abilities, IEP/504 goals, etc.)?

Focus of Observation:

I have several English Learners in my Science classes. The school provides me with a list of students and their individual language proficiency levels. I want to work on better implementing Integrated ELD into my lessons so that my students acquire specific content language (tier 1 and tier 2 vocabulary) and are then able to meet the content specific objectives for the grade level Next Generation Science Standards.

Why is it important for this focus to be observed?

It's important for my school and I to best support students with their language development across content areas by effectively differentiating the instruction. I want my students to confidently participate in class by making sure that I am providing the right scaffolds to support access to the curriculum and content. Eventually, I would like for my students who are English Learners to reclassify as "Fluent English Proficient". If my students do not have the opportunity to explicitly learn and practice scientific language, then they will have a difficult time applying what they learn and making connections to the greater world. Furthermore, it is a school wide focus to improve our EL reclassification percentage as it has been identified as an equity gap by administration.

Conducting Coach Observation (Phase II)

COACH, capture SPECIFIC and OBJECTIVE data surrounding the teacher's focus area as well as general teaching practice.

Time Stamps	Teacher/Student words and actions
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<p>8:10 AM</p> <p>8:12 AM</p>	<p style="text-align: center;">SAMPLE</p> <p><i>T: Welcome to class students, today we are going to be continuing with our second read... *teacher explains directions for the second read</i></p> <p><i>T: Tell your partner what we are doing today...</i></p> <p><i>S: Turn towards one another and start sharing</i></p>
Time Stamps	Teacher/Student words and actions
<p>1:00</p> <p>1:02</p> <p>1:05</p> <p>1:08</p> <p>1:10</p>	<p>T: Welcomes students and introduces objective “YWBAT discuss a particular rock type”</p> <p>T: Our goal this week is to develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process</p> <p>On the board I see evidence of explicit instruction on Latin prefixes/root words from a previous lesson (i.e., Metamorphic → Meta - change; Morph – form)</p> <p>Teacher also noted Spanish cognates (i.e., Metamorphic → Metamorfico; Sedimentary → Sedimentario; Igneous → Igneo)</p> <p>T: Reviews a graphic model of the rock cycle that is also on every student’s desk where the 3 types of rock are drawn and multiple arrows represent the various processes in the cycle; There are keywords on the graphic model that students can make use of when describing their rock; Reminds students to use this resource</p> <p>T: Introduces card with script that students will make use of during their discussions (What do you observe? I observe...; What do you think about what you see? I think...; What questions do you have?...; I agree/disagree with... because...; One difference between my idea and... is...; To expand on what... said...; Clarify what you mean by...; How did you reach that conclusion?); This is that academic language we want to start using more and more</p> <p>T: Assigns 6 groups of 4 with a facilitator who will be asking a question to each of their team members, a recorder who will be jotting down responses, a sketch and label artist who will be drawing partner responses, and a speaker who will be reporting back to the class</p> <p>Students: Facilitator puts the rock in their hand then hand it to one of their group peers</p> <p>Students: Contribute to group discussion by following turn-taking rules</p> <p>Students: Observe and discuss different types of rocks and hypothesize how they are formed</p> <p>Group conversation observed at table closest to door:</p> <p style="padding-left: 40px;">S1: I observe a rock that is hard and that is big with a lot of different colors.</p> <p style="padding-left: 40px;">S2: What do you observe?</p> <p style="padding-left: 40px;">S3: I observe like a rock that has like shiny crystals if you really pay attention to it and it has like three difference, no wait, four different type of colors around it.</p> <p style="padding-left: 40px;">S4: Yo observo... (responds to question in Spanish)</p> <p style="padding-left: 40px;">S5: I observe a lot of small crystals in this rock and how it changes color and how all the really small crystals are a part of this rock.</p> <p>Group conversation at table at the back of the room:</p> <p style="padding-left: 40px;">S1: I wondered how long did it take the rock for it to get its form?</p> <p style="padding-left: 40px;">S2: Um, I wonder why it takes so long for a rick to form its layers.</p>

1:18	<p>S3: I wonder how long it took the weathering to make all these layers and how many years it has been on this land.</p> <p>S4: I wonder what type of rock it is.</p> <p>S5: I agree with what Shylee said and I also think it is an igneous rock. (student referenced the board to locate the word igneous)</p> <p>T: Walks around and checks in with groups as they work through their discussion and provides praise</p> <p>T: When I am walking around and listening to you, you are talking like scientists.</p>
1:22	<p>T: Leads whole class in exercise where together they gather synonyms and antonyms to some of the descriptive words they've used to identify a quality about each one of the rocks (color, shape, hardness, roughness, etc.). She encourages students to use some of these new words to substitute how they've already described their rock.</p> <p>T: Reminds speakers that they will be presenting shortly. Before presentations, she asks students to return to the script and expand on/clarify their previous observations with their group.</p>
1:30	<p>Group conversation at table closest to teacher's desk:</p> <p>S1: Brian, clarify what you mean by you think it's a sedimentary rock</p> <p>S2: I think it's a sedimentary rock because of the layers it has on there</p> <p>S3: I believe it's a sedimentary rock because of the layers and they're just sitting there</p> <p>S4: I agree with everyone and I think it is a sedimentary rock because of the layers and the sediments happened there however many years ago.</p> <p>T: Brings the whole class back together for whole group discussion</p>
1:35	<p>S: Fernando begins the whole group discussion by sharing about the igneous rock that his group discussed. Teacher asks follow-up questions (What was the process behind that forming?). Fernando references the graphic model on their desk to describe the rock cycle from metamorphic to igneous.</p> <p>T: After each group facilitator shares, teacher asks class to provide praise with two claps</p> <p>T: In conclusion, tomorrow we will create models that illustrate the flow of energy that drives the process of rock formation</p>

Coach Preparation for Observation Debrief (Phase III, Step 1)

- 1) Coach, review the qualitative and quantitative data you've collected and identify trends related to the teacher's focus area and general teaching practice.
- 2) Coach, record the strengths that you observed in your teacher's instructional setting using specific and objective data from the observation in the space provided below.
- 3) Coach, review the [Reflective Conversation](#) guide and utilize the coaching stems to help navigate the observation debrief. *For details on the observation debrief, see the Observation by Coach Cycle: Protocol, "Post-Observation Debrief".*

Identified Strengths (based on specific and objective data collected during the observation). *This must be completed by the Coach.*

Focus Area: Ms. Navarro provided students with various scaffolds to access content-specific and academic vocabulary via language and graphic organizers that were clear and user-friendly. During a prior lesson, Ms. Navarro covered Latin affixes and root words as well as cognates in the students' first language. The graphic organizer of the rock cycle doubled as a word bank for tier 3 vocabulary. While the chart the class utilized to gather descriptive synonyms and antonyms mostly focused on tier 1 descriptive words that tapped into students' prior knowledge. The sentence stems allowed students to practice tier 2 academic words that they can then transfer to other content areas.

It was great to see student groups working together in collaboration. Before sharing whole group, students were given the opportunity to share in small groups through structured conversations and practice their language development among peers. Every member of the group played a valuable role and was able to contribute using multiple modalities such as writing, drawing, asking questions, and summarizing.

General Teaching Practice: Routines and procedures were executed efficiently and in a seamless manner by all students. There was a sense of urgency on how instructional time was utilized and the lesson flowed smoothly. The majority of the heavy cognitive lift and academic discourse was shouldered by students and Ms. Navarro simply acted as a facilitator. Ms. Navarro had positive interactions with her students and a joy for learning was evident through these interactions.

Teacher Post-Observation Key Insights (Phase III, Step 4)
TEACHER, following your Observation Debrief respond to the questions below.

Commit to Application: Reflecting on your observation debrief, how will you apply what you learned from this observation into your teaching practice? What might be some next focus areas and next steps?

I had the opportunity to observe and interact with my students as they learned about the different types of rocks and the processes involved in the formation of rocks. Reflecting on the lesson, I gained several key insights that will guide my future teaching practices and help me enhance student learning in this area for ELs and all students. To foster student engagement and deeper understanding, I incorporated a hands-on experience examining rock samples. I intend to continue utilizing such activities to promote student engagement, critical thinking, and collaboration in future lessons. I think the language scaffolds that I provided were overall successful and I was able to provide appropriate levels of challenge and support. I noticed through my observation debrief that these scaffolds were not only helpful to my English Language Learners by my native English speakers as well. I found that explicitly teaching and reinforcing key vocabulary terms prior to the lesson played a pivotal role in student comprehension and participation during this lesson. To strengthen vocabulary development further, I will integrate regular vocabulary activities into my science lessons, enabling students to acquire and use science-specific content language more proficiently. Next time, at the beginning of the lesson, I would like to model how to use the graphic organizer to add details about the rock cycle during group discussion because it looked like not many students were referencing the graphic organizer initially. I think it would be fun to provide the students with all the parts of the graphic organizer and have them put it back together as a sort of puzzle to reinforce the various pathways of the rock cycle. During the lesson, I noticed that I was hearing a lot of the same descriptive words as I was monitoring group talk which is why I decided to include a mini lesson of synonyms and antonyms. I thought it was a useful activity and one that I would like to refine as I plan ahead. I would also like to extend the lesson to include a compare/contrast activity between all three types of rocks now that each group became an expert on one.

Observation of a Peer Cycle: Protocol

In-Person or Virtual Instruction

Materials Needed (Teacher & Coach)

- ☐ [Continuum of Teaching Practice](#) - Phase I
- ☐ [Observation Thank You Note Template](#) - Phase III
- ☐ [Observation of a Peer Tool: In-Person or Virtual Instruction](#) - Phase I, II & III
- ☐ [Observation of a Peer Tool Sample: In-Person or Virtual Instruction](#) – Phase I, II & III

Materials Needed (Coach ONLY)

- ☐ [Observation of a Peer Cycle Conversation Guide: In-Person or Virtual Instruction](#) - Phase I
- ☐ [Reflective Conversation](#) – Phase III

»» Phase I: PLANNING CONVERSATION

In preparation for this observation cycle, the induction coach and participating teacher will meet to discuss what instructional practice(s) the participating teacher would like to observe in action. They will also identify a teacher **that is exemplary in this/these specific instructional practice(s)**. The induction coach should use the entire [Observation of a Peer Cycle Conversation Guide: In-Person or Virtual Instruction](#) to facilitate this conversation and the participating teacher will **record responses to the pre-observation planning questions at the top of the** [Observation of a Peer Tool: In-Person or Virtual Instruction](#).

»» PHASE II: OBSERVATION/DATA COLLECTION

During the observation, the participating teacher will **capture specific and objective data** on their chosen focus area and general teaching practice and will record these observation notes on the *Observation of a Peer Tool: In-Person or Virtual Instruction*. See the [Observation of a Peer Tool Sample](#) document for an example of the type of specific and objective data the teacher should be recording. *(Coaching Toolbox p. 29)*

»» PHASE III: POST-OBSERVATION DEBRIEF/REFLECTION

Step 1 (Follow-up): If the participating teacher has any questions or needs clarification regarding the completed observation, they should ask the observed teacher follow-up questions shortly after the observation.

Step 2 (Reflective Conversation): The induction coach will debrief the observation by reviewing the observation notes with the participating teacher and will take the teacher through a [Reflective Conversation](#). The induction coach and participating teacher will discuss how this observation was beneficial and how the participating teacher might use their learning from the observation in their own practice.

Step 3 (Teacher's Written Reflection): The participating teacher will complete the **post-observation reflection** at the bottom of the *Observation of a Peer Tool: In-Person or Virtual Instruction*.

Step 4 (Teacher Uploads to Digital Account): The participating teacher will upload the completed *Observation of a Peer Tool: In-Person or Virtual Instruction* and additional observation notes if applicable, to their Digital account by or before the due date.

Participating Teachers, following the observation, consider sending a thank you note to the observed peer. See [Observation Thank You Note Template](#).

Observation of a Peer Cycle: Conversation Guide

In-Person or Virtual Instruction

Induction Coaches: This *Observation of a Peer Cycle: Conversation Guide* is a companion guide to the *Observation of a Peer Cycle: Protocol*. Your role is to guide your participating teacher through all the questions below in one of your weekly meetings as part of the *Observation of a Peer Cycle: Protocol (Phase I)*. Please ask clarifying questions to help your teacher make discoveries and connections about their teaching practice. Remember to make notes of the content of this conversation in the relevant Monthly Log.

Phase I: PLANNING CONVERSATION

»» Focus Area

- **Reflecting on your current teaching experience, what are some instructional areas where you have recently experienced growth and success?**
 - o *What might be some factors that have led to this growth?*
- **In thinking about your teaching right now, which instructional practice(s) might you want to dig a little deeper into?** (Consider the instructional areas that you have reflected on in your ILP research/Focus of Practice, Teaching Practice Framework, etc.)
- **What questions would you hope to have answered at the conclusion of this observation?**
- **Together we will identify a teacher that is exemplary in this/these specific instructional practice(s).** *If you cannot identify someone, talk to your administrator, peers, or induction staff.*
- **Once you have chosen a teacher to observe on a specific focus area of instruction, please review the [Observation of a Peer Tool: In-Person or Virtual Instruction](#) and complete the pre-observation planning questions.**

»» CSTP Connections

- **Using the [Continuum of Teaching Practice](#), review the CSTP element(s) that directly correlate(s) with your focus area.**
- **Which CSTP element(s) connect(s) with the focus area that we just discussed?** (*Coaches: Remember to use the content from this conversation in the Monthly CSTP Reflection section of the relevant Monthly Log.*)

»» Scheduling Observation & Observation Debrief

- o **What dates might work for you to conduct this observation?**
 - o Keeping in mind this observation should be at least 30 minutes in length, determine a timeline of when you would like to conduct the observation. Contact the teacher that you will observe to discuss the observation and the best time to observe the focus area in action. Schedule a date/time that works best. (*Teacher and Coach, please try to keep your commitment on the agreed date as late submissions can impact the teacher's program timeline.*)
 - o Consider scheduling a short debrief with the observed teacher to ask questions or get clarification shortly after the observation.
- o **Teacher and Coach: Knowing that our Observation Debrief should take place shortly after the observation, what date/time would you like to schedule this debrief?**
 - o Determine the best date/time for debrief. Schedule in your calendars. *Again, please work to keep commitments. The sooner the debrief, the more relevant and meaningful the outcomes.*

For instructions on what to do DURING and AFTER the observation, details are provided on the *Observation of a Peer Cycle Protocol - Phase II (Observation/Data Collection)* and *Phase III (Post-Observation Debrief/Reflection)*.

Observation of a Peer Tool

In-Person or Virtual Instruction

Participating Teacher:	Induction Coach:	Teaching assignment and grade level(s):
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DIRECTIONS: Please work with your coach in planning for a peer observation utilizing the *Observation of a Peer Cycle: Protocol and Conversation Guide documents (In-Person or Virtual Instruction)*. As a reminder, the minimum amount of time for conducting an observation is 30 minutes.



PLANNING (Phase I)

Please respond in writing to the following questions to prepare for your observation of a peer.

What area would you like to grow in and/or learn more about?

Who is a teacher that is exemplary in this focus area? (Ask around – ask your administrator, peers, induction staff, etc. Everyone knows a good teacher.)

How will you observe this peer? Check one: ☐ In-Person ☐ Virtual Instruction (Zoom, Google Meet, etc.)

Date:		Time:	Start:	End:
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OBSERVATION/DATA COLLECTION (Phase II)

During your observation of a peer, record the teacher's/students' words and actions, quotes, and qualitative and quantitative data. You may use this space to capture evidence and/or attach any additional observation notes.



POST-OBSERVATION REFLECTION (Phase III)

Reflecting on your observation notes, how will you apply what you learned from this teacher into your own teaching practice?

Observation of a Peer Tool Sample

In-Person or Virtual Instruction

Participating Teacher:

Nancy Navarro

Induction Coach:

Minerva Schwartz

Teaching assignment and grade level(s):

1st-grade Self-Contained

DIRECTIONS: Please work with your coach in planning for a peer observation utilizing the *Observation of a Peer Cycle: Protocol and Conversation Guide documents (In-Person or Virtual Instruction)*. As a reminder, the minimum amount of time for conducting an observation is 30 minutes.



PLANNING (Phase I)

Please respond in writing to the following questions to prepare for your observation of a peer.

What area would you like to grow in and/or learn more about?

I would like to learn more about how to effectively run a guided reading session.

Who is a teacher that is exemplary in this focus area? (Ask around – ask your administrator, peers, induction staff, etc.)
Everyone knows a good teacher.)

Ms. Richardson is also part of the 1st-grade team, and she has ten+ years of experience teaching guided reading, phonemic awareness, and phonics to students.

How will you observe this peer? Check one: ☒ In-person ☐ Virtual Instruction (Zoom, Google Meet, etc.)

Date: September 12th

Time: **Start:** 10:00 AM

End: 10:30 AM



OBSERVATION/DATA COLLECTION (Phase II)

During your observation of a peer, record the teacher's/students' words and actions, quotes, and qualitative and quantitative data as it pertains to your chosen observation focus area and general teaching practice. You may use the space below to capture evidence and/or attach any additional observation notes.

Teacher pulled a small group of students for guided reading instruction
All other students are working at various learning stations

10:00-10:02

- Teacher facilitates sight word review (3 words)
- Students use white boards to practice writing the word teacher says aloud
- Students say the word softly as they write it
- Teacher scaffolds as needed

10:02-10:10

- Students read book with prompting
- Teacher states the reading strategy students are working on
- Each student begins to read quietly on their own while teacher focuses on one student at a time
- Teacher prompts student to read with phrasing and fluency (challenging them to read without their tracking finger)
- Teacher praises student
- Student struggles with reading a word

- Teacher notes any errors students make on a tracking sheet
- Teacher uses known parts and endings to help student decode word
- Teacher praises student
- Teacher moves on to the next student
- Teacher prompts student to search for meaning in the story by focusing on characters and comprehension
- Student is prompted to reread when skipping words
- Teacher asks student a comprehension question
- Student uses expression when reading
- Teacher moves on to the next student and asks student about any “tricky parts” they’ve gotten stuck on
- Teacher prompts student to reread for meaning based on context clues
- Teacher moves on to the next student
- Student mispronounces a word
- Teacher reviews the silent-e rule (the e at the end of a syllable makes the vowel before it long)

10:10-10:15

- Teacher facilitates retelling exercise
- Student retells the beginning, middle, and end of the story
- Teacher presents students with various sentence starters/transitional words (At the beginning... Then... Next... After that... Finally...)
- Each student takes a turn retelling the story using one of the corresponding sentence starters
- Teacher asks comprehension questions while students retell
- Teacher praises students

10:15-10:17

- Teacher reviews words that were challenging for students to read
- Students decode words by identifying the “parts” of a word (root words)

10:17-10:24

- Teacher moves on to word study with students
- Each student receives a tray with all letters of the alphabet
- Teacher asks students to retrieve specific letters then spell a word she announces
- Students sound out the word in order to spell it
- Teacher models how to break a word at the onset and rime (find the vowel and pull it apart)
- Student practice “breaking” a word apart
- Students point and say each part of the word then combine the sounds (break it, say it, make it)
- Teacher asks students to make a new word by switching out one letter and listening to the sounds to know which letter they will need to change (sled → sped)
- Teacher asks students to try this again with a focus on medial short vowels (sped → spud)
- Students practice one last time with a focus on initial blends (spud → stud)
- Teacher continues word study using sound boxes
- Students practice saying words slowly to hear the sounds in sequence
- Students first point to each box and say the sounds then write the word within the sound boxes
- Teacher prompts students to put the sounds together

10:24-10:30

- Teacher concludes with guided writing
- Teacher provides a scaffold to help students plan their writing

- Using a graphic organizer divided by beginning, middle and end, teacher has preselected vocabulary words that will help students recall and write their sentences
- Teacher asks students to help her identify which words correspond to the beginning, middle and end
- Students share their sentences aloud prior to writing
- Teacher prompts students to sound out challenging words using sound boxes as scaffold
- Teacher monitors students writing, and scaffolds as needed (sight words, letter formation, sequence, punctuation, finger spacing, spelling)
- Once done, students reread their sentence for comprehension
- Teacher praises students



POST-OBSERVATION REFLECTION (Phase III)

Reflecting on your observation notes, how will you apply what you learned from this teacher into your own teaching practice?

I will begin incorporating the strategies that I observed in Ms. Richardson's classroom into my own guided reading instruction as I would like to continue to refine my current strategies and routines. It was great to see the impact of clearly modeling strategies to display expected outcomes prior to asking students to practice on their own. I think word work is foundational for early readers and I appreciated the various teaching strategies that were modeled throughout. It seemed to me that each of the reading strategies that Ms. Richardson chose for this group were dependent on student needs. I also liked how the text that she selected was meaningful and aligned with what her students needed more practice in. In particular, I liked incorporating daily writing as part of my guided reading instruction. I would also like to restructure my groups more often based on student data and growth. I enjoyed witnessing all the positive reinforcement through praise and feedback that Ms. Richardson provided her students with and the various just-in-time scaffolds that she put into action throughout the lesson.

Observation of a Peer Cycle: Protocol

Online Teaching Videos

Materials Needed (Teacher & Coach)

- [Continuum of Teaching Practice](#) - Phase I
- [Observation of a Peer Tool: Online Teaching Videos](#) - Phase I, II & III
- [Observation of a Peer Tool Sample: Online Teaching Videos](#) – Phase I, II & III

Materials Needed (Coach ONLY)

- [Observation of a Peer Cycle Conversation Guide: Online Teaching Videos](#) - Phase I
- [Reflective Conversation](#) – Phase III

Phase I: PLANNING CONVERSATION

In preparation for this observation cycle, the induction coach and participating teacher will meet to discuss what instructional practice(s) the participating teacher would like to observe through an online teaching video(s). The induction coach should use the entire [Observation of a Peer Cycle Conversation Guide: Online Teaching Videos](#) to facilitate this conversation and the participating teacher will **record responses to the pre-observation planning questions at the top of the [Observation of a Peer Tool: Online Teaching Videos](#)**.

Phase II: OBSERVATION/DATA COLLECTION

During the observation, the participating teacher will **capture specific and objective data** on their chosen focus area and general teaching practice and record these observation notes on the *Observation of a Peer Tool: Online Teaching Videos*. If the participating teacher chooses to observe several video segments to meet the 30-minute time requirement of one observation, observation notes/data must be captured from each of the video segments observed. See the [Observation of a Peer Tool Sample](#) document for an example of the type of specific and objective data the teacher should be recording. *(Coaching Toolbox p. 35)*

Phase III: POST-OBSERVATION DEBRIEF/REFLECTION

Step 1 (Reflective Conversation): The induction coach will debrief the observation by reviewing the observation notes with the participating teacher and will take the teacher through a [Reflective Conversation](#). The induction coach and participating teacher will discuss how the observation was beneficial and how the participating teacher might use their learning from the observation in their own practice.

Step 2 (Teacher's Written Reflection): The participating teacher will complete the **post-observation reflection** at the bottom of the *Observation of a Peer Tool: Online Teaching Videos*. If the participating teacher chooses to observe several video segments to meet the requirement of one observation, insights must be noted from each of the video segments observed.

Step 3 (Teacher Uploads to Digital Account): The participating teacher will upload the completed *Observation of a Peer Tool: Online Teaching Videos* and additional observation notes if applicable, to their Digital account by or before the due date. If the participating teacher chooses to observe several video segments to meet the requirement of one observation, all notes/reflections should be submitted to their Digital account as **one upload**.

Observation of a Peer Cycle: Conversation Guide

Online Teaching Videos

Induction Coaches: This *Observation of a Peer Cycle: Conversation Guide* is a companion guide to the *Observation of a Peer Cycle: Protocol*. Your role is to guide your participating teacher through all the questions below in one of your weekly meetings as part of the *Observation of a Peer Cycle: Protocol (Phase I)*. Please ask clarifying questions to help your teacher make discoveries and connections about their teaching practice. Remember to make notes of the content of this conversation in the relevant Monthly Log.

Phase I: PLANNING CONVERSATION

»» Focus Area

- **Reflecting on your current teaching experience, what are some instructional areas where you have recently experienced growth and success?**
 - o *What might be some factors that have led to this growth?*
- **In thinking about your teaching right now, which instructional practice(s) might you want to dig a little deeper into?** (Consider the instructional areas that you have reflected on in your ILP research/Focus of Practice, Teaching Practice Framework, etc.)
- **Together we will identify a teaching video that inspires you to build the capacity of this/these specific instructional practice(s).** You may choose from the [teaching videos](#) organized by FCSS Teacher Induction, but you may utilize other exemplary video lessons you have access to.
 - o **Please note the teaching video that is selected must be of classroom instruction in action that is about 30 minutes in length.** You may choose to observe shorter video segments, but all video segments should total about 30 minutes. Please make your selection carefully as some videos are of teachers consulting with other teachers, and that would not count as an observation.
- **Why did this specific teaching video capture your interest?**
- **Once you have chosen a teaching video to observe on a specific focus area of instruction, please review the [Observation of a Peer Tool: Online Teaching Videos](#) and complete the pre-observation planning questions.**

»» CSTP Connections

- **Using the [Continuum of Teaching Practice](#), review the CSTP element(s) that directly correlate(s) with your focus area.**
- **Which CSTP element(s) connect(s) with the focus area that we just discussed?** (Coaches: Remember, use the content from this conversation in the Monthly CSTP Reflection section of the relevant the Monthly Log.)

»» Scheduling Observation & Observation Debrief

- o **What dates might work for you to engage in this observation?**
 - o Determine a timeline of when you would like to conduct the observation.
- o **Teacher and Coach: Knowing that our Observation Debrief should take place shortly after the observation, what date/time would you like to schedule this debrief?**
 - o Determine the best date/time for debrief. Schedule in your calendars. Please work to keep commitments. The sooner the debrief, the more relevant and meaningful the outcomes.

For instructions on what to do DURING and AFTER the observation, details are provided on the *Observation of a Peer Cycle Protocol - Phase II (Observation/Data Collection)* and *Phase III (Post-Observation Debrief/Reflection)*.

Observation of a Peer Tool

Online Teaching Videos

Participating Teacher:	Induction Coach:	Teaching assignment and grade level(s):
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DIRECTIONS: Please work with your coach in planning for a peer observation utilizing online teaching videos (YouTube, Atlas, Edutopia, etc.) by following the *Observation of a Peer Cycle: Protocol and Conversation Guide documents (Online Teaching Videos)*. As a reminder, the minimum amount of time for conducting an observation is 30 minutes. You may choose to observe shorter video segments, but all video segments should total about 30 minutes and learnings/insights from each video segment need to be reflected on this observation form.



PLANNING (Phase I)

Please respond in writing to the following questions to prepare for your video observation.

What area would you like to grow in and/or learn more about?

Why did this specific teaching video capture your interest in relation to your focus area?

What is the WEBSITE LINK to the teaching video that inspires you to build the capacity of your instructional practice? If you choose to observe shorter video segments, please include the website links for each video. (Utilize the aforementioned protocol for direction on selecting a teaching video that meets requirements.)

Date:	Time:	Start:	End:
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OBSERVATION/DATA COLLECTION (Phase II)

During your video observation, record the teacher's/students' words and actions, quotes, and qualitative and quantitative data as it pertains to your chosen observation focus area and general teaching practice. You may use the space below to capture evidence and/or attach any additional observation notes.



POST-OBSERVATION REFLECTION (Phase III)

Reflecting on your observation notes, how might you apply what you learned from this teacher into your own teaching practice?

Observation of a Peer Tool Sample

Online Teaching Videos

Participating Teacher: Nancy Navarro	Induction Coach: Minerva Schwartz	Teaching assignment and grade level(s): 1st-grade Self-Contained
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DIRECTIONS: Please work with your coach in planning for a peer observation utilizing online teaching videos (YouTube, Atlas, Edutopia, etc.) by following the *Observation of a Peer Cycle: Protocol and Conversation Guide* documents (Online Teaching Videos). As a reminder, the minimum amount of time for conducting an observation is 30 minutes. You may choose to observe shorter video segments, but all video segments should total about 30 minutes and learnings/insights from each video segment need to be reflected on this observation form.



PLANNING (Phase I)

Please respond in writing to the following questions to prepare for your video observation.

What area would you like to grow in and/or learn more about?

I would like to learn more about how to effectively run a guided reading session.

Why did this specific teaching video capture your interest in relation to your focus area?

This video series showcases many structured techniques and instructional strategies that I can use with my students who are early readers. I am looking forward to learning more about how to further integrate word study and writing into my guided reading instruction.

What is the WEBSITE LINK to the teaching video that inspires you to build the capacity of your instructional practice? If you choose to observe shorter video segments, please include the website links for each video. (Utilize the aforementioned protocol for direction on selecting a teaching video that meets requirements.)

Online resource bank for Jan Richardson's The Next Step Forward in Guided Reading

Early Reader Videos

<https://pro-aem.scholastic.com/TheNextStepForwardinGuidedReading.html>

Date: September 12 th	Time:	Start: 10:00 AM	End: 10:30 AM
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OBSERVATION/DATA COLLECTION (Phase II)

During your video observation, record the teacher's/students' words and actions, quotes, and qualitative and quantitative data as it pertains to your chosen observation focus area and general teaching practice. You may use the space below to capture evidence and/or attach any additional observation notes.

Teacher pulled a small group of students for guided reading instruction

All other students are working at various learning stations

Sight Word Review (1:12)

- Teacher facilitates sight word review (3 words)
- Students use white boards to practice writing the word teacher says aloud
- Students say the word softly as they write it
- Teacher scaffolds as needed

Reading the Book with Prompting (3:10)

- Students read book with prompting

- Teacher states the reading strategy students are working on
- Each student begins to read quietly on their own while teacher focuses on one student at a time
- Teacher prompts student to read with phrasing and fluency (challenging them to read without their tracking finger)
- Teacher praises student
- Student struggles with reading a word
- Teacher notes any errors students make on a tracking sheet
- Teacher uses known parts and endings to help student decode word
- Teacher praises student
- Teacher moves on to the next student
- Teacher prompts student to search for meaning in the story by focusing on characters and comprehension
- Student is prompted to reread when skipping words
- Teacher asks student a comprehension question
- Student uses expression when reading
- Teacher moves on to the next student and asks student about any “tricky parts” they’ve gotten stuck on
- Teacher prompts student to reread for meaning based on context clues
- Teacher moves on to the next student
- Student mispronounces a word
- Teacher reviews the silent-e rule (the e at the end of a syllable makes the vowel before it long)

Retelling (3:36)

- Teacher facilitates retelling exercise
- Student retells the beginning, middle, and end of the story
- Teacher presents students with various sentence starters/transitional words (At the beginning... Then... Next... After that... Finally...)
- Each student takes a turn retelling the story using one of the corresponding sentence starters
- Teacher asks comprehension questions while students retell
- Teacher praises students

Selecting a Teaching Point (1:17)

- Teacher reviews words that were challenging for students to read
- Students decode words by identifying the “parts” of a word (root words)

Word Study: Making Words (5:00); Sounds Boxes (2:07)

- Teacher moves on to word study with students
- Each student receives a tray with all letters of the alphabet
- Teacher asks students to retrieve specific letters then spell a word she announces
- Students sound out the word in order to spell it
- Teacher models how to break a word at the onset and rime (find the vowel and pull it apart)
- Student practice “breaking” a word apart
- Students point and say each part of the word then combine the sounds (break it, say it, make it)
- Teacher asks students to make a new word by switching out one letter and listening to the sounds to know which letter they will need to change (sled →sped)
- Teacher asks students to try this again with a focus on medial short vowels (sped →spud)
- Students practice one last time with a focus on initial blends (spud →stud)
- Teacher continues word study using sound boxes

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- Students practice saying words slowly to hear the sounds in sequence
 - Students first point to each box and say the sounds then write the word within the sound boxes
 - Teacher prompts students to put the sounds together

Guided Reading (7:43)

- Teacher concludes with guided writing
- Teacher provides a scaffold to help students plan their writing
- Using a graphic organizer divided by beginning, middle and end, teacher has preselected vocabulary words that will help students recall and write their sentences
- Teacher asks students to help her identify which words correspond to the beginning, middle and end
- Students share their sentences aloud prior to writing
- Teacher prompts students to sound out challenging words using sound boxes as scaffold
- Teacher monitors students writing, and scaffolds as needed (sight words, letter formation, sequence, punctuation, finger spacing, spelling)
- Once done, students reread their sentence for comprehension
- Teacher praises students

POST-OBSERVATION REFLECTION (Phase III)

Reflecting on your observation notes, how might you apply what you learned from this teacher into your own teaching practice?

I will begin incorporating the strategies that I observed in Ms. Richardson's guided reading videos into my own guided reading instruction as I would like to continue to refine my current strategies and routines. It was great to see the impact of clearly modeling strategies to display expected outcomes prior to asking students to practice on their own. I think word work is foundational for early readers and I appreciated the various teaching strategies that were modeled throughout. It seemed to me that each of the reading strategies that Ms. Richardson chose for this group were dependent on student needs. I also liked how the text that she selected was meaningful and aligned with what her students needed more practice in. In particular, I liked incorporating daily writing as part of my guided reading instruction. I would also like to restructure my groups more often based on student data and growth. I enjoyed witnessing all the positive reinforcement through praise and feedback that Ms. Richardson provided her students with and the various just-in-time scaffolds that she put into action throughout the lesson.

Self-Reflection Tools for Coaches

Included:

Planning Tool

Daily or Weekly Reflection

Occasional Reflection

Preparing for Hard Conversations

Coaching Session Planning Tool

These reflection prompts can be used to prepare for a coaching session or conversation. It can be very helpful to write out responses and to look back at them after the meeting and over time.

1. Where did our last coaching conversation end and what do I need to come back to with my client? Was there anything I said I'd check in on next time?
2. What are the goals for this coaching conversation? Are there goals related to the work plan that need to be addressed?
3. What are my intentions for this meeting? What do I want my client to think and feel by the end of it?
4. What might my client's disposition be? What do I know about where he/she is going to be?
5. What do I anticipate might be happening with my client or might be challenging? How can I prepare for this and manage these challenges?
6. Do I anticipate my client will need to release emotions? If so, how can I do this? What works for him/her to process emotions?
7. How can I enroll my client in this conversation? How can I make it matter to him/her?
8. Of the six coaching stances, (supportive, catalytic, cathartic, prescriptive, informative, confrontational) which might be most effective? Is there a coaching stance that I haven't used much that might be worth trying?
9. Can I anticipate that my client might want to engage in any coaching activities? Which ones might I suggest? Which might help my client reach his/her goals?
10. Are there any materials (articles or tools) that I might gather and bring with me in case my client requests some?
11. Who do I need to be in this conversation? Who does my client need me to be? How do I need to show up?
12. How do I want to feel at the end of this coaching session?



Prompts for Daily or Weekly Reflection

- What happened in today's coaching session?
- What did you notice about your client?
- What did you notice about your own coaching? About your thoughts and feelings today?
- What kind of impact did your coaching have on your client today? How do you know?
- When did your coaching feel effective today? What made it feel that way?
- Was it possible that your client had any "aha" moments today? What led to that moment?
- What was challenging for you in today's session?
- What did you notice about your own listening? About your inner dialogue?
- What do you appreciate about your own coaching today?
- What would your client say about your coaching today?
- What do you think was "not said" by your client today?
- Was your client sharing any stories today? Were these new stories or ones she's told in the past?
- What indicators were there today that your client made progress towards her goals?
- Where do you think your client is ready to go next?
- What are you curious about or do you want to learn more about?
- What is your next coaching move?
- What would help your client move forward?
- What do you want to do or say in your next meeting?

Prompts for Occasional Reflection

- What do you enjoy about coaching? What draws you to this practice?
- When have you felt particularly effective as a coach? What happened?
- How does coaching align to your core values?
- What do you see as the possible effect or potential of coaching?
- What's challenging about coaching? When do you feel frustrated or ineffective?
- What kind of client (gender, age, race, background, experience, and so on) seems the "easiest" for you to coach? What makes coaching him or her easy?
- What kind of client feels the "hardest" to coach? What makes coaching him or her hard?
- What personality types feel easy and challenging to coach? What comes up for you when you need to coach someone whose personality is very different from your own?
- What kinds of thoughts go through your mind when you are introduced to someone who comes from a very different background than you? Who seems very different than you?
- Think of a client with whom you struggled. What might he or she have said or thought about you? What would his or her "side" of the story be?
- Consider your initial beliefs about a client's capacity to grow with what actually happened as you coached him or her. What happened? What did you learn that you might apply when working with future clients?
- What metaphor could represent what coaching is to you?
- What are you learning about yourself through coaching?
- What would you like to pay more attention to?
- What do you want to stay curious about?

QUESTIONS TO ASK WHEN PREPARING FOR HARD CONVERSATIONS

Question	Implications
What's hard about this conversation?	<ul style="list-style-type: none"> • <i>What role am I needing to play? Is this a coaching role?</i>
What's coming up for me?	<ul style="list-style-type: none"> • <i>Can I manage the feelings that are coming up? How will I manage them? Is it worth it?</i> • <i>What's the benefit for the client, for the school, for students if I manage my feelings so that I can have this conversation?</i> • <i>Who could help me manage them?</i>
Where is the need for this hard conversation coming from? Who wants it? Who is requesting it?	<ul style="list-style-type: none"> • <i>Did I (the coach) determine that this conversation needs to happen?</i> • <i>Is someone else asking that I have this conversation? If so, is it an appropriate conversation for me to have? Or does the hard conversation need to be with the person asking me to have a hard conversation with someone else?</i> • <i>What data do I have that indicates the need for the hard conversation?</i>
What's the purpose for this conversation?	<ul style="list-style-type: none"> • <i>Is the agenda coming from me?</i> • <i>How can I connect my purpose to the client's goals and areas for growth?</i>
What do I hope the outcomes are?	<ul style="list-style-type: none"> • <i>Why is this a conversation worth having?</i> • <i>What might be possible out of this conversation?</i> • <i>What might be the best possible outcome? What could be the worst?</i>
Which skills will I need to use in this conversation?	<ul style="list-style-type: none"> • <i>Would it help me to use the coaching lenses?</i> • <i>Which stances will be most helpful?</i> • <i>Which questions will be most helpful?</i>
How will I prepare for this conversation?	<ul style="list-style-type: none"> • <i>How will I script my questions?</i> • <i>How will I get my mind and heart into an effective place?</i> • <i>Who can support me?</i>

Monthly Log

Included:

Sample Guiding Questions – Fall

Sample Guiding Questions – Spring

Monthly Log - Sample Guiding Questions - Fall

Logs are due on the 1st of every month (September Log through April Log)

Directions: Coaches, meet a minimum of 1 hour per week with your teacher and use this guide to support you in completing your monthly log. Document a summary of highlights from your weekly conversations for each of the highlighted topics below. Sample coaching questions have been provided; feel free to use any of these or come up with your own. Try to ask a variety of questions at each meeting that most closely relate to your teacher's needs. **At the end of the month, include your signature and obtain your teacher's electronic signature before uploading the log to your digital account.**

<p><u>Strengths or Current Celebrations:</u> (Asking 1 or 2 of these questions is a positive way to start your meetings. Document a summary of highlights from each of your weekly conversations.)</p> <ul style="list-style-type: none"> In what ways have you used your strengths this week? What was the impact? What aspect of your teaching are you genuinely enjoying this week? What is going well personally or professionally? How have you connected with your students this week? <ul style="list-style-type: none"> Which student(s) stand out and why? What would your students say about your teaching practice this week? What would your students say about the classroom environment this week? How have you grown as a teacher this week? What led to that growth? What was the best part of your day? Week? Why? What has become clear since we last met? What went well today? What was your role in making that go well? What fills you with energy and hope? What else? What possibilities do you see for yourself in the next few months? 	<p><u>Current Focus or Challenges:</u> (Asking 1 or 2 of these questions is a great support for addressing current needs. Document a summary of highlights from each of your weekly conversations.)</p> <ul style="list-style-type: none"> What might be a current challenge you are facing? <ul style="list-style-type: none"> When has this worked for you before? How might you use your _____ strength to help you in this area? What is the most important thing you and I should be talking about? What are you trying to make happen in the next three months? What do you wish you had more time to do? What is the toughest thing that happened today? This week? Which student(s) do you need to be more intentional about connecting with? <ul style="list-style-type: none"> What might be some reasons for this? What might be some things you can do to connect with these students? What topic are you hoping I won't bring up? What aspect of your teaching are you avoiding right now?
<p><u>Discussion of goals related to ILP/Focus of Practice:</u> (This is a major focus of your weekly meetings. These questions will help support your teacher's reflection of their ILP research.)</p> <ul style="list-style-type: none"> Tell me about your latest piece of research. Describe your learning and insights. <ul style="list-style-type: none"> How might this relate to your teaching practice and/or measurable outcomes? How might you use your learning in your classroom? How have you implemented your new learnings and what are the outcomes so far? What might be your next steps? Tell me about your other piece of research. <p><u>Discussion of other long term/short term goals:</u> (Discuss and document weekly/monthly goals that relate to a current focus, challenge, monthly CSTP reflection and/or other teacher needs.)</p> <ul style="list-style-type: none"> Considering our discussion so far, what goal(s) might you want to set for yourself? What do you hope to do well this week, or this month? What might that look/sound like? What commitments have you made for yourself? What do you wish you knew? What is one thing you can do to work toward this? What are you learning about your teaching practice? 	<p><u>Induction Coach's NEXT STEPS to Support Teacher:</u> (Document your weekly/monthly next steps to support your teacher in relation to identified goals, current needs, CSTP growth and/or ILP research.)</p> <ul style="list-style-type: none"> What do you think are the best possible outcomes of our work together? Tell me how I can support you this week and this month. How can I help you in achieving the long/short term goals you have set for yourself? What can I do better in my coaching to support you? What additional resources or contacts/personnel can I direct you toward? What would you like to observe someone else doing? Include here how you as coach might support your teacher with growing in the CSTP element they chose in their Monthly CSTP Reflection. <p><u>At the end of your meeting, consider closing the conversation by asking:</u></p> <ul style="list-style-type: none"> In your opinion, what was the most beneficial thing we did in our time today? In what ways was this beneficial for you? What additional support do you need from me this week?
<p><u>Monthly CSTP Reflection:</u> (Using the CSTP Reflection Protocol and Continuum of Teaching Practice booklet, ask your teacher to reflect on the prompts below once a month. Make sure to document your teacher's responses to both questions in each of the prompts.)</p> <ul style="list-style-type: none"> Which CSTP element have you grown in? What led to that growth? Include the CSTP element along with insights that highlight evidence of your teacher's reflection and growth with the identified CSTP. Which CSTP element would you like to grow in? What might be some strategies or appropriate next steps to grow in this element? Include the CSTP element and provide a summary of strategies and/or appropriate next steps that your teacher considers as ways to grow in the identified CSTP. Include how you as coach might support your teacher with this in the Induction Coach's Next Steps section. 	
<p>Additional Support</p>	
<p>(If you refer your teacher to meet with someone else besides yourself for a different area of expertise, please reflect with your teacher after the meeting and respond to the questions below. <u>This is not required every month. Document this time and date in your total monthly hours and below.</u>)</p> <ul style="list-style-type: none"> Title of individual & reason for referral: Date and time spent: How was this meeting/observation beneficial to you? How might you use this in your practice? 	

Monthly Log - Sample Guiding Questions - Spring

Logs are due on the 1st of every month (September Log through April Log)

Directions: Coaches, meet a minimum of 1 hour per week with your teacher and use this guide to support you in completing your monthly log. Document a summary of highlights from your weekly conversations for each of the highlighted topics below. Sample coaching questions have been provided. Feel free to use any of these or come up with your own. Try to ask a variety of questions at each meeting that most closely relate to your teacher's needs. **At the end of the month, include your signature and obtain your teacher's electronic signature before uploading the log to your digital account.**

<p>Strengths or Current Celebrations: (Asking 1 or 2 of these questions is a positive way to start your meetings. Document a summary of the highlights from each of your weekly conversations.)</p> <ul style="list-style-type: none"> In what ways have you used your strengths this week? What was the impact? What aspect of your teaching are you genuinely enjoying this week? What is going well personally or professionally? How have you connected with your students this week? <ul style="list-style-type: none"> Which student(s) stand out and why? What would your students say about your teaching practice this week? What are the best things that could happen in your classroom in the near future? How have you grown as a teacher this week? What led to that growth? What was the best part of your day? Week? Why? What has become clear since we last met? What went well today? What was your role in making that go well? What are you noticing about your students? What are you noticing about yourself as a teacher? Thinking about your rules and/or procedures, what is working? What might need some attention? 	<p>Current Focus or Challenges: (Asking 1 or 2 of these questions is a great support for addressing current needs. Document a summary of the highlights from each of your weekly conversations.)</p> <ul style="list-style-type: none"> What might be a current challenge you are facing? <ul style="list-style-type: none"> When has this worked for you before? How might you use your _____ strength to help you in this area? What is the most important thing you and I should be talking about? What are you trying to make happen in the next three months? What do you wish you had more time to do? What is the toughest thing that happened today? This week? Which student(s) do you need to be more intentional about connecting with? <ul style="list-style-type: none"> What might be some reasons for this? What might be some things you can do to connect with these students? What topic are you hoping I won't bring up? What aspect of your teaching are you avoiding right now? What might you be feeling about this? What might you approach differently in your planning for next year? 	<p>Induction Coach's NEXT STEPS to Support Teacher: (Document your weekly/monthly next steps to support your teacher in relation to identified goals, current needs, CSTP growth and/or Focus of Practice.)</p> <ul style="list-style-type: none"> What do you think are the best possible outcomes of our work together? Tell me how I can support you this week and this month. How can I help you in achieving the long/short term goals you have set for yourself? What can I do better in my coaching to support you? What additional resources or contacts/personnel can I direct you toward? What would you like to observe someone else doing? How can I support you this week with your action research? Include here how you as coach might support your teacher with growing in the CSTP element they chose in their Monthly CSTP Reflection. <p style="background-color: #90EE90; padding: 2px;">At the end of your meeting, consider closing the conversation by asking:</p> <ul style="list-style-type: none"> In your opinion, what was the most beneficial thing we did in our time today? <ul style="list-style-type: none"> In what ways was this beneficial for you? What additional support do you need from me this week?
<p>Discussion of goals related to ILP/Focus of Practice: (This will be the main focus of your conversations as your teacher processes their insights from their Focus of Practice weekly reflective journal entries. Consider using the following questions to guide your teacher's thinking.)</p> <ul style="list-style-type: none"> Based on this week's reflective journal, describe your learning and insights. <ul style="list-style-type: none"> What factors may have contributed to this? What is most interesting? Are there any trends that have started to emerge? What might be some changes and/or tweaks you are considering? What might be some next steps? <p>Discussion of other long term/short term goals: (Discuss and document weekly/monthly goals that relate to a current focus, challenge, monthly CSTP reflection and/or other needs.)</p> <ul style="list-style-type: none"> Considering our discussion so far, what goal(s) might you want to set for yourself? What do you hope to do well this week, or this month? What might that look/sound like? What commitments have you made for yourself? What barriers do you face? What do you wish you knew? What is one thing you can do to work toward this? What are you learning about your teaching practice? 	<p>Monthly CSTP Reflection: (Using the CSTP Reflection Protocol and Continuum of Teaching Practice booklet, ask your teacher to reflect on the prompts below once a month. Make sure to document your teacher's responses to both questions in each of the prompts.)</p> <ul style="list-style-type: none"> Which CSTP element have you grown in? What led to that growth? Include the CSTP element along with insights that highlight evidence of your teacher's reflection and growth with the identified CSTP. Which CSTP element would you like to grow in? What might be some strategies or appropriate next steps to grow in this element? Include the CSTP element and provide a summary of strategies and/or appropriate next steps that your teacher considers as ways to grow in the identified CSTP. Include how you as coach might support your teacher with this in the Induction Coach's Next Steps section. 	
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NOTES

[illegible]

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal blue lines running across the entire width of the page. The lines are thin and consistent in color, providing a guide for letter height and placement. There are no margins, text, or other markings on the paper.