



# MENTORING REFRESHER

FALL 2023

FCSS TEACHER INDUCTION

## **MANDEEP to Waiting Room Chat---**

We will be beginning shortly as we are waiting for a few more people to join our session.

**DENISE** will drop handout in chat throughout the training.

## **RACHEL**

Welcome to the Mentoring Refresher! We are so excited to see so many of you today! To honor your time we are going to go ahead and get started. My name is Rachel Miller...Also, with me today are a few more of our team members. I'm going to go ahead and quickly introduce them...We have:

- *Denise Guerrero*
- *Mandeep Sangha*
- *Julisa Maldonado Vargas*

We are all very well acquainted with teaching lessons over zoom and attending trainings over zoom; but, as we want to get the most out of our time together for this

training, we'd like to briefly share our norms.

**2 min**

**(3:50-3:52)**

# NORMS

Be present and visible  
Avoid multitasking  
Mute yourself  
Type questions in the chat

-Be present and visible throughout the training. We don't get much face time with you so please keep your camera on.

-Avoid multitasking to ensure that you are present and engaged in all of the activities that will be facilitated during the session. We know that this can be difficult to do, but we'd ask for you to intentionally be cognizant of limiting outside distractions.

-Please mute yourself (when you are not sharing out) so any potential noises like school announcements or computer notifications do not become a distraction to other participants.

-Lastly, we'd invite you to type your questions in the chat as others may have the same questions as you do. With that being said, if you have any technical issues during this training please privately message Mandeep Sahota-Sangha.

## **Regarding logistics...**

- We are scheduled to close at 5:45 and we will have a 5 minute stretch break scheduled in the middle of our session.
- Please keep in mind that at the conclusion of our session, you will complete a

survey that will serve as evidence of your required meeting attendance and provide feedback for our team.

- Also, we are going to be recording this session so if you're interested in revisiting the content covered today, you will be able to have this recording as a resource.  
*(MANDEEP Hit RECORD!!!)*

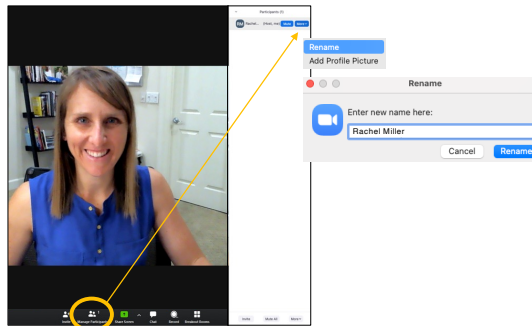
2 min

3:52-3:54



## RENAMING ZOOM PROFILE

Rename your zoom profile to include your FIRST and LAST name (i.e., Rachel Miller)



And for our last logistical piece – we'd ask for you to take a moment to rename yourself so it displays your first and last name. Many of you may already have your profile names ready to go, but some of you may have your emails or another name as your profile name.

Please take the next 10 seconds to do this. If you are running into technical difficulties, please send us a message in the chat with your first and last name so we can rename you.

Additionally, please take a moment to gather your materials for this session if you have not yet to done so. Thank You!

**2 min**

**3:54-3:56**

# LET'S GET STARTED!

***MANDEEP to begin putting teachers in groups of 4 – Make sure there is no countdown***

Again, we are so excited to see so many you today! Throughout this session, we are going to engage in various activities, as well as group discussions in break out rooms.

Before we begin digging into our content, we'd like to spend a little bit of time getting to know one another or maybe even reintroducing ourselves to each other.

To guide this activity, you will first reflect by responding to 3 questions about yourself. After you've had some time to reflect, you will be sharing your responses in a small group in a breakout room.

**2 min**

**3:56-3:58**

**Mentoring Refresher Handouts**

**Directions:** Please print out these handouts and have them available during your participation of the Mentoring Refresher training. All directions for completing these activities will be given during the training.

1. My name is _____ and my role is....
2. One of the highlights from my summer is....
3. Something that I'm looking forward to this year is...

Breakout Room Number: \_\_\_\_\_

1

You should all have the Mentoring Refresher Handouts accessible for this training. On page #1, you should see this graphic organizer with three questions. (click)

Mentoring Refresher Handouts	01:00
1. My name is _____ and my role is....	
2. One of the highlights from my summer is...	
3. Something that I'm looking forward to this year is...	
Breakout Room Number: _____	

**MANDEEP** to begin putting teachers in groups of 4 – Make sure to click on “automatically move all participants to breakout rooms and countdown to 10 seconds”

You’ll notice a space at the bottom to write down a breakout room number, we will get to this soon so there’s nothing you need to do for it now. But Please take the next minute to respond to these three questions on your handout.

**After reflection:**

Thank you for taking that time. Once you are sent to your breakout room, we’re going to say whoever has the brightest shirt in the group will share first. After that person shares, they will pick the next person to share and so on. This will continue until all have shared.

So Since I’m wearing a fairly bright shirt, I’m going to quickly model my responses, before sending you off to your rooms.

Rachel models response:

1. My name is....My role

2. *One of the highlights from my summer is...*
3. *Something that I'm looking forward to this year is...*

**2 mins**

**3:58-4:00**

Mentoring Refresher Handouts		04:00
1. My name is _____ and my role is....		
2. One of the highlights from my summer is....		
3. Something that I'm looking forward to this year is...		
Breakout Room Number: _____		

You will have about 4 minutes for all group members to share in your breakout room. We are going to share this screen in your breakout room so you see the timer nice and big in the corner to ensure everyone has time to share. If for any reason, you cannot see this screen it may just be that your zoom application hasn't been updated recently. If that's the case, please just use your handout as your guide for discussion.

**1 mins**  
**4:01-4:02**

Mentoring Refresher Handouts	04:00
<div>1. My name is _____ and my role is....</div> <div>2. One of the highlights from my summer is....</div> <div>3. Something that I'm looking forward to this year is...</div> <div>Breakout Room Number: _____</div>	

One last logistical piece --- When you are sent to your breakout room, you will notice a screen with your Room #. This Room # will appear only for a few moments. Please be sure to write this number down at the bottom of your handout as you will need this information a little later.

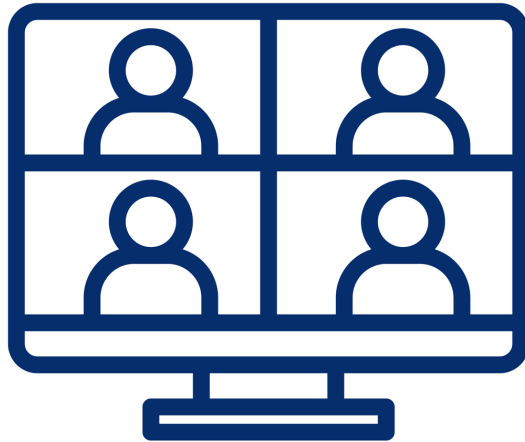
With that being said, I think we are ready to send you to your breakout rooms. **Again, the person with the brightest shirt will start sharing first, and after sharing will pick the next person.**

**SEND TO BREAKOUT!! BREAKOUT #1 (pause for a moment and once everyone is in their break out rooms- Start 4:00 timer – SHARE SCREEN TO BREAKOUT)**

**Directions for Breakout:**

**5 mins**

**4:02-4:06**



**After breakout room:**

Welcome back! Thank you for taking that time to get to know one another. This breakout group that you just had the opportunity to meet and get to know will be the individuals that you engage in conversations with a few times this afternoon.

Since you will be with this breakout group for our session, we'd ask for to you to rename yourself once more, but this time to include your group number before your name. Let's take a look at this sample.

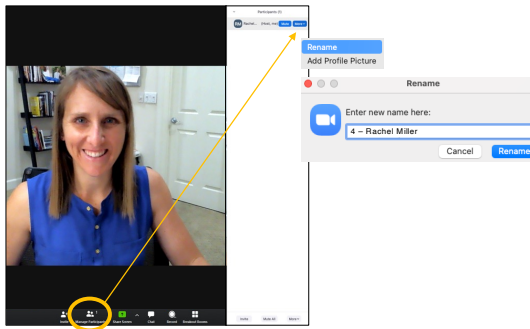
**2 mins**

**4:06-4:08**



## RENAMING ZOOM PROFILE

Rename your zoom profile to include your breakout room number **before** your name (i.e., 4 – Rachel Miller)



Please take the next 15 seconds to do this. Again, if you are running into technical difficulties, please send us a message in the chat with your group number and we can rename you.

**3 mins**

**4:08-4:11**

## SESSION GOALS

Now that you know who we are and who your breakout room group members are, we are going to share our session goals that will guide our time together.

***\*Mandeep, start to make new groups of two. Start to split the original groups of 4 into groups of 2 in preparation for the next break out room\****

## **SESSION GOALS**

- Explore the three phases of the Observation by Coach Cycle

Our first goal is to explore the three phases of the Observation by Coach Cycle

## SESSION GOALS

- Explore the three phases of the Observation by Coach Cycle
- Collect and analyze specific and objective observation data

Our second goal is that you collect and analyze specific and objective observation data to better support your teacher throughout the Observation Cycle.

You'll notice that these goals are geared towards your role in the observation cycle and not logistics of the ILP and monthly logs. If you have individual questions or situations regarding these requirements, please feel free to reach out to your **designated Induction team member** after this session. Really today is about honing your skills to provide effective observational feedback and engaging your teacher in an effective and meaningful conversation as it relates to their focus area. While the intent of this observation cycle is to provide growth to your teacher's practice, you also will be building your capacity as an instructional leader.

**Transition:** Take a moment to read this quote....(next)

**1 min**

**4:11-4:12**

“Throughout the process, peer observation can act as a valuable opportunity for **reflection**, give **insight** into teaching practices, **mutual professional development**, and **quality improvement** in teaching and learning.”

- Sullivan et al., 2012

## Read

We know that observations have the potential to be incredibly impactful for both the teacher and the observer – because of the opportunity they provide for reflection, reciprocal learning, and a commitment to application. A reminder that the overarching goal is to improve student learning. As we begin, we want to reflect on the impact that you as a coach are making in our program, specifically in the area of observations.

## **YOUR IMPACT**

---

Over 1,046 classrooms visited for observations in Fresno County last year

FCSS Teacher Induction coaches were in over 1,046 classrooms conducting observations just last year.

Last year, when we asked our teachers about the effectiveness of their observations on their mid year and end of year surveys...

## **YOUR IMPACT**

---

95% of our Participating Teachers agreed that the Observation by Coach helped them grow in their teaching practice

95% of our Participating Teachers agreed that the Observation by Coach helped them grow in their teaching practice. That's incredible. And this doesn't even include the positive responses regarding the Observation of Peer.

Let's look at a few statements that teachers provided in their surveys about their Observation by Coach...

"I feel like one of the **most valuable** parts to my Induction experience was the observations. I want to do more of them as I took away a lot ... and I really liked having my Induction coach observe me. It was like an **informal, low key, no stress evaluation.**"

"I think more required observations may be beneficial. While scary, **they offer key insights and learning opportunities that you cannot get elsewhere.**"

*(20 seconds of wait time – for coaches to read)*

As you can see, observations have positively impacted their experience in Induction and provided a valuable lens for them to utilize for self reflection.

We've heard about the impact that observations have had on teachers in our program, now let's take a little time for you to reflect on your own experience...

**3 min**

**4:12-4:15**



02:00

## ACTIVITY #2

Has there been an observation that has greatly impacted your teaching? How so?  
*(this could be positively or negatively)*

Activity #2
Has there been an observation that has greatly impacted your teaching? How so?

In just a moment you will be going into a breakout room to discuss *your* experience, but beforehand we wanted to give you some time to reflect on your own.

Please turn to p.2 (Activity 2) in your handouts for this training and take the next couple of minutes to respond in writing to these questions.

- Has there been an observation that has greatly impacted your teaching? How so? *(this could be positively or negatively)*
  - What parts were helpful to you? What parts were not so helpful to you?
- Go ahead now and take 2 minutes to complete your written reflection. Once the 2 minutes is up, we will move forward with next steps.

\*(Wait 2 minutes)

**3 min**

**4:15-4:18**

04:00

## ACTIVITY #2

Has there been an observation that has greatly impacted your teaching? How so?  
*(this could be positively or negatively)*

Activity #2

Has there been an observation that has greatly impacted your teaching? How so?

Thank you for taking that time to reflect. We are going to send you into your breakout rooms now where you will have 4 minutes to share your experience and hear about the experiences of your colleague.

We'll say the person whose first name is nearest to the beginning of the alphabet will start the conversation. We'll see you back here in about 5-minutes.

***\*Mandeep, will send into break out rooms of 2 . Share slide in breakout room, set manual return from breakout rooms, pause a moment once they are sent to room and start timer on slide***

**7 min**

**4:18-4:25**

Has there been an observation that has greatly impacted your teaching? How so?  
*(this could be positively or negatively)*

Welcome back! Thank you for sharing about your experience in your groups....

Keeping these discussions in mind, it's evident that we all know that observations can either be extremely supportive and helpful, or they can have a negative impact. It really depends on how the observation was conducted and how the conversation after the observation was facilitated by the Observer. So with that in mind.. I'm going to pass it on to Mandeep

**1 min**

**4:25-4:26**

# **OBSERVATION BY COACH**

## **Break in Speaker: Mandeep**

To piggy back off what Rachel just shared, Observations can be extremely effective, supportive and a positive experience for teachers if they are conducted well. As a program, we have been very receptive to the feedback that our participating teachers and coaches, including all of you have been sharing with us. And based on this feedback, we have made changes to our Observation by Coach Protocol so it is more efficient, supportive and helpful to our teachers.

Before we dig deeper into this Observation by Coach Cycle and share the changes, we do want to reiterate what we have shared in previous trainings with all of you and that is....that the most important foundational piece you must establish before going into your teacher's classroom is a relationship built on trust. If there's trust, the observation by Coach can truly be a game changer in helping your teacher grow.

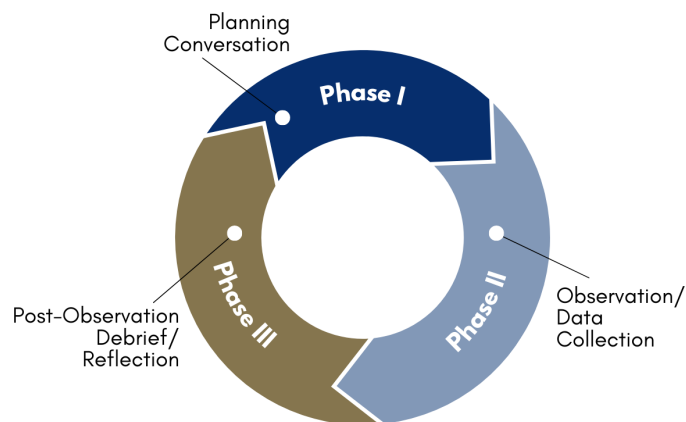
With that lets dive deeper into the Observation by Coach cycle...

**1 min**

**4:26-4:27**



## OBSERVATION BY COACH CYCLE



As you can see on this visual, the observation by coach cycle is divided into three distinct phases.... this includes phase 1: the planning conversation before the observation is conducted, phase 2, the observation itself including the data collection piece and finally phase 3 which is the post observation debrief conversation.

In your handouts for today, you will see this graphic. Please locate it and fill in the boxes with the correct heading as displayed on your screen today. \*give them 30 seconds or so to finish writing\*

Just like we've done in previous years, you will be provided various resources to assist you in supporting your teacher throughout each phase of this three phase process.

**3 min**  
**4:27-4:30**

## **OBSERVATION RESOURCES**

- 1) Observation by Coach Protocol
- 2) Observation by Coach Cycle Conversation Guide
- 3) Observation by Coach Tool
- 4) Observation by Coach Exemplar Sample

These resources include an updated protocol, conversation guide, and tool. In addition, this year we are also providing a exemplar sample of a completed observation by coach tool for your reference.

During this next section, we are going to give you an opportunity to review the updated protocol.

**1 min**

**4:30-4:31**

# **OBSERVATION BY COACH PROTOCOL**

Similar to years prior, the protocol will provide you and your teacher with an overview of the entire three phase process. This year, the protocol is structured to highlight each phase of the observation cycle. It also shows you exactly what resources you will need for each phase. In your resources to today's training, you have a copy of this observation by coach protocol and we'll also have it displayed on the screen for you.

**1 min**

**4:31-4:32**



**Observation by Coach Cycle: Protocol**  
 In-Person or Virtual Instruction

**Materials Needed (Teacher & Coach)**  
Teaching Practice Framework (Teacher's most recent reflection) - Phase I

**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 CSIP 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**

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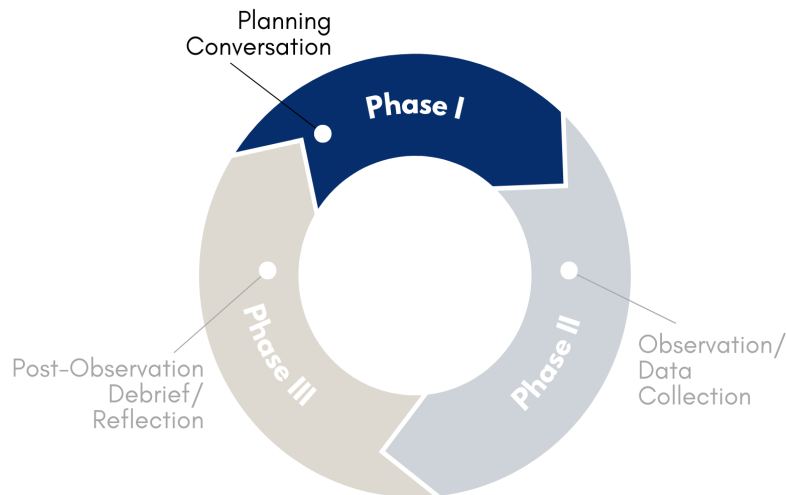
In preparation for this observation cycle, the induction coach and participating teacher will meet to discuss what the participating teacher would like the induction coach to observe and collect data on, along with discussing the reasoning for this focus area. This observation focus will be driven by 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](#).**

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

Please take about 30 seconds to read through this first phase- which is the planning conversation

**1 min**

**4:32-4:33**



As you just saw, Phase 1 of the Observation process will be heavily dependent on the Teacher's most recent Teaching Practice Framework reflection. For those of you have year 2 teachers and have already engaged in the year 2 induction collaboration webinar, you worked with your teacher to complete their fall Teaching Practice Framework Reflection. For those of you who have year 1 teachers, you will support your teacher in completing the Teaching Practice Framework reflection during your Induction Collaboration meeting.

Again, this year, teachers will complete a Teaching Practice Framework reflection at the beginning of the fall semester and at the beginning of the spring semester. It will serve as a starting point for their ILP as well as their observation by coach. This is a change we are making from last year.

Before we talk about the framework further... we'd like to give you some time to review it.

**\*Denise: Drop the PDF for the Teaching Practice framework into the chat.**

**2 min**

**4:33-4:35**

02:00

# **TEACHING PRACTICE FRAMEWORK**

Provide 2 minutes for coaches to read the framework.

**2 min**

**4:35-4:37**

02:00

# TEACHING PRACTICE FRAMEWORK

Provide 2 minutes for coaches to read the framework.

**2 min**

**4:35-4:37**

**Teaching Practice Framework**

Participating Teacher: \_\_\_\_\_ Induction Coach: \_\_\_\_\_ Teaching assignment and grade level(s): \_\_\_\_\_ Induction Status (Mark one): ☐ Year 1 ☐ Year 2 ☐ Pending ECO

**Domain 1: Instructional Culture & Classroom Management**

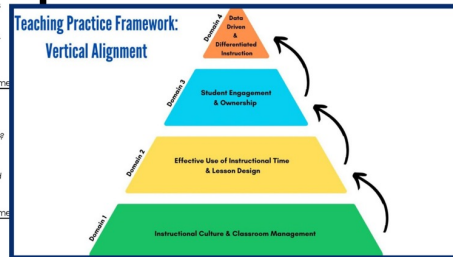
**Indicator 1(a):** Are my instructions **clear, concise, and to the point** on a daily basis?  
In reflecting on this question, consider:  
 ◦ How often do I repeat myself or re-word instructions to ensure that students have clarity? Does this impact my instructional time and pacing?  
☐ Not Yet ☐ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator 1(b):** Do students **follow behavioral expectations and directions** and **execute transitions and procedures** in a positive and efficient fashion?  
In reflecting on this question, consider:  
 ◦ Have I posted, taught, and consistently implemented the behavioral expectations, classroom routines, and procedures for my students?  
 ◦ When behavioral expectations are not followed, do I utilize positive reinforcement, redirection, and reasonable consequences?  
☐ Not Yet ☐ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator 1(c):** Do my students and I demonstrate a consistent **joy for learning** through **positive relationships** with one another?  
In reflecting on this question, consider:  
 ◦ Do my students feel that I genuinely care and am invested in their academic and personal well-being?  
 ◦ Do I make an intentional and concentrated effort to understand my students on an individual level (name, pronunciations, gender identity/preferred pronouns, neurodiversity, social/cultural/economic/linguistic/familial background(s), and life experiences)?  
 ◦ Do I intentionally foster connections with my students and learn about their likes, interests, dreams, and aspirations?  
 ◦ Do I utilize the knowledge I have about my students to inform my instructional decision-making?  
☐ Not Yet ☐ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator 1(d):** Have I created a **strong classroom culture** where my students **engage and collaborate in a positive and meaningful way**?  
In reflecting on this question, consider:  
 ◦ Have I intentionally cultivated a strong classroom community where my students feel safe to actively participate in whole class and small group settings with one another?  
 ◦ Have I intentionally created a classroom community where students understand, respect, and honor their peers (name, pronunciations, gender identity/preferred pronouns, neurodiversity, social/cultural/economic/linguistic/familial background(s), and life experiences)?  
☐ Not Yet ☐ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

Instructional Culture & Classroom Management:



Thank you for taking the time to look through the framework. The Teaching Practice Framework was developed by our team as a synthesis of the six CSTPS, or the California State Standards for the Teaching Profession and their sub elements. The Teaching Practice Framework is divided into four domains, and each domain builds on one another in a vertical continuum pyramid. Essentially, because the domains build on one another, they give the teacher the professional permission to prioritize a specific domain before moving on vertically to the next domain as their focus area.

1 min

4:37-4:38

**Teaching Practice Framework**

**Participating Teacher:**  
Amanda Guerrero

**Indicator I (a):** Are my students responsible for doing the thinking and heavy cognitive lifting during my lessons?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator I (b):** Do my students actively engaged in challenging tasks that allow them to discuss, reason, defend, explain, and share their thinking about the content of the lesson with one another through oral and written tasks?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator I (c):** Do my students doing most of the talking and active processing during the lesson (i.e., consider the ratio of student talk vs teacher talk)?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator I (d):** Do I provide students with opportunities for productive struggle and teach them how to persevere in the face of initial difficulty?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator I (e):** Do I facilitate high student engagement, enthusiasm, and participation during my lessons through structured activities and tasks?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator I (f):** Do my students have ownership over their learning and instructional time?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Domain III: Student Engagement & Ownership**

**Indicator III (a):** Are my students responsible for doing the thinking and heavy cognitive lifting during my lessons?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator III (b):** Do my students actively engaged in challenging tasks that allow them to discuss, reason, defend, explain, and share their thinking about the content of the lesson with one another through oral and written tasks?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator III (c):** Do my students doing most of the talking and active processing during the lesson (i.e., consider the ratio of student talk vs teacher talk)?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator III (d):** Do I provide students with opportunities for productive struggle and teach them how to persevere in the face of initial difficulty?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator III (e):** Do I facilitate high student engagement, enthusiasm, and participation during my lessons through structured activities and tasks?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Indicator III (f):** Do my students have ownership over their learning and instructional time?  
☐ Not Yet ☒ Sometimes ☐ Most of the Time ☐ Yes - All of the Time

**Student Engagement & Ownership:**

I feel good about my lesson design (I do, we do, you, do) but I notice that I have a hard time letting go of keeping my students' focal point on my direct instruction. I am interested in exploring ways to include student voice more often during class.

With that being said, we are now going to look at the Teaching Practice Framework Reflection of a teacher who is named Amanda, that will be observing in just a moment. We are not going to look at all four pages of her Teaching Practice Framework reflection. Instead, we are going to hone in on domain 3: Student Engagement & Ownership...Please take the next 30 seconds or so to look at the page displayed and read her responses to the indicators of Domain 3.

\*give 30 seconds of time\*

1min

4:38-4:39





Observation by Coach Tool			
<b>Participating Teacher:</b>	Amanda Guerrero	<b>Teaching assignment and grade level(s):</b>	5 <sup>th</sup> -Grade
<b>Induction Coach:</b>	Maria Lopez	<b>Observation Date:</b>	9/18
<b>Time Observation Begins:</b>	11:00	<b>Time Observation Ends:</b>	11:30
<b>DIRECTIONS:</b> 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 <u>30 minutes</u> .			
<b>Blue Cell = To be Completed by TEACHER</b> <b>Green Cell = To be Completed by COACH</b>			
Teacher Focus Area (Phase I)			
TEACHER, respond to the following questions to prepare for your observation.			
<b>Teaching Practice Framework Domain/Indicator:</b> Domain III: Student Engagement & Ownership Indicator a: Are my students responsible for doing the thinking and heavy cognitive lifting during my lessons?			
<b>Focus of Observation:</b> I would like to increase student voice throughout my lesson in order to increase engagement by challenging them to actively participate in their learning.			
<b>Why is it important for this focus to be observed?</b> It's important that students are active participants in their learning in order to show mastery and feel supported when they need help. I'd like all my students to feel comfortable contributing throughout lessons which is reflective of a strong class.			

Please take the next 30 seconds or so to review what Amanda wrote under "Teacher Focus Area (Phase 1)" of the Observation by Coach Tool.

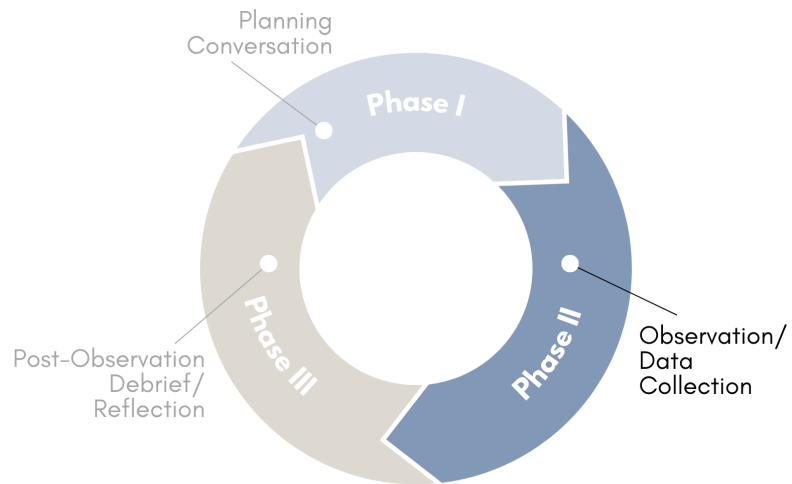
\*give about 30 seconds for everyone to read

As you can see, Amanda chose to focus on Domain 3 and Indicator A for her Observation by Coach. Her coach will be looking specifically at how Amanda actively engages her students during the lesson. However, with that being said, her coach will still be collecting data on her general teaching practice.

The coach will then set a date and time for Amanda's observation and that is the conclusion of Phase 1 of the Observation by Coach cycle.

**1 min**

**4:40-4:41**



The coach is now ready to move to Phase 2- which is conducting the actual observation itself.

### 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

»» **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.

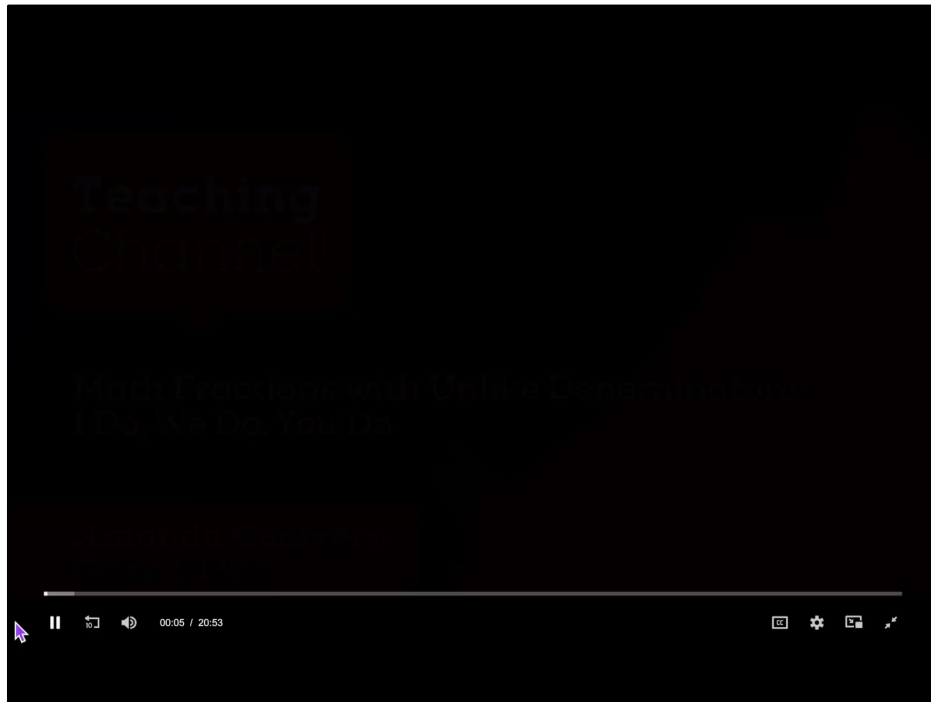
**Step 2 (Reflective Conversation):** The **induction coach** will facilitate the post-observation debrief by engaging the participating teacher in a [Reflective Conversation](#).

**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

Please take the next 30 seconds to read the directions for phase 2.

**1 min**

**4:40-4:41**



We are now going to watch Amanda teach a fraction lesson to her 5<sup>th</sup> grade classroom. During the observation, feel free to take notes and collect data as if you were Amanda's coach but you are not required to do so.

Please know that we are only going to watch a 4-minute segment of this lesson however when you observe your teacher, you must conduct an observation of at least 30 minutes.

**6 min**

**4:41-4:47**

03:00

Video Observation #1: Sample A >>

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
<ul style="list-style-type: none"><li>Teacher does a great job with introducing the lesson by reviewing two ways to make like denominators.</li><li>Teacher does a Vocabulary review: "Why don't you have an anchor chart that students can refer back to so students know the correct mathematical words?"</li><li>Teacher continues by asking great procedural questions and students respond. This is wonderful probing for students to get them ready for the rest of the lesson. Students seem engaged.</li><li>Teacher does the "I do" portion of the lesson however does not model the thinking that students will need to practice on their own.</li><li>Students and teacher kept saying "times" instead of multiply. Perhaps you should remind them to say "multiply"</li><li>Teacher selects students to answer questions but doesn't use equity sticks. Why aren't you using randomized participation methods? We have talked about their importance in our PLC meetings.</li><li>Do students understand the rationale behind needing to calculate common denominators instead of simply adding across [common error]?</li></ul>	

3

Page 3

Video Observation #1: Sample B >>

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
<ul style="list-style-type: none"><li>T: What is the bottom number called?</li><li>*12 students raise their hands. There appears to be a total of 24 students in the classroom.</li><li>T: Tenaya, please get the box from Lauren.</li><li>S: The denominator of the bottom</li><li>T: yes, what is the top part of the fraction called?</li><li>*Multiple students raise hands</li><li>T: Please give it to Ariana</li><li>*Students pass up "black speaking box" to Ariana</li><li>S: The Numerator...</li><li>T: The numerator...and that sneaky little number on the side has a name...</li><li>*13 students raise hands</li><li>T: Can you please pass it to Aubrey?</li><li>S: The whole number...</li><li>T: The whole number, okay...</li><li>*24 students observed facing the teacher towards the left side of the classroom and appeared to be actively listening.</li></ul>	

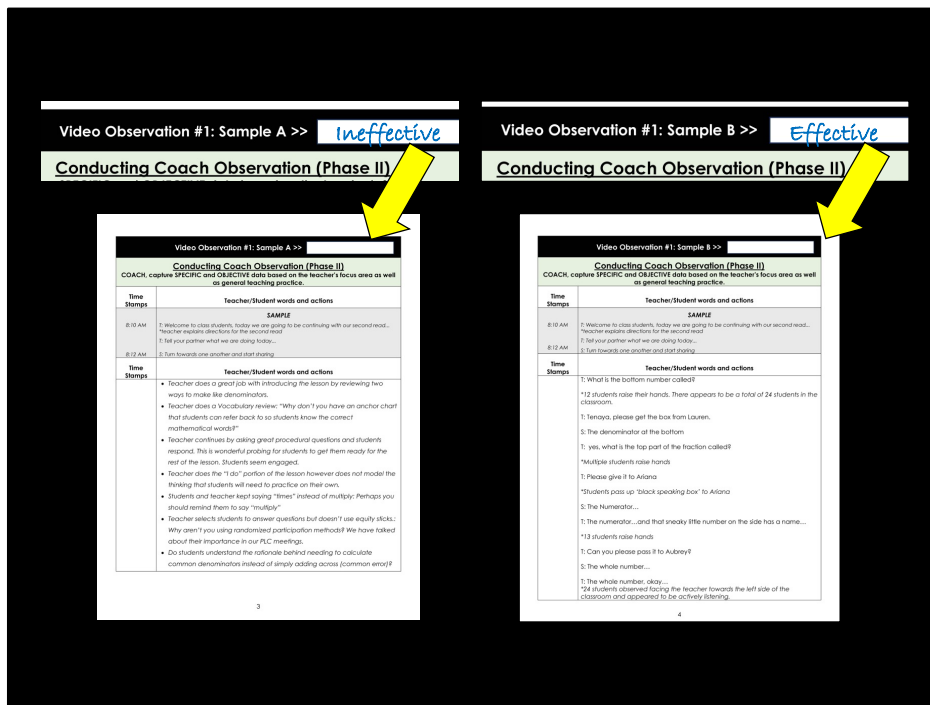
4

Pages 4-6

Thank you for taking the time to watch this lesson. On page 3 & 4-6 of your training materials, you will notice that we provided two different samples of observational notes/data for this lesson that we just observed. With that, please take the next 3 minutes to browse through both samples before we provide you with next steps.

3 minute timer

4 min  
4:47-4:52



Thank you for taking the time to review those two samples. You will notice that there is a little box on the top of the Two samples. Please write “Ineffective Feedback ” on the box on sample A and “Effective Feedback” on the box in sample B.

As you can see, the Effective Feedback Sample allows for greater reflection for the teacher as it is much more objective in nature with real data embedded through... compared to sample B. We are going to dig deeper into how we can conduct effective observations and make sure our notes are more like Sample A after we take a little break.

1 min

4:52-4:53



We are going to take our 5 minute break right now. We will have the 5 minute timer going so please be cognizant of the time and be back in your seats with your screens on at \_\_\_\_\_

**Mandeep MUTE SELF NOW!**

**5 mins**

**4:53-4:58**

Characteristics of <u>Ineffective</u> Observation Notes		

Characteristics of <u>Effective</u> Observation Notes	

Something that I need to be mindful and intentional about when observing my teacher is...

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7

### **BREAK IN SPEAKER: Julisa**

Welcome back from break! Thank you for honoring our time. Before we practice and develop our skills in providing effective feedback, we will first discuss the characteristics of ineffective feedback.

In your notes for today, on page 7, you will notice that there is a table with a heading “Characteristics of Ineffective Feedback”.

**1 min**

**4:58-4:59**



Characteristics of Ineffective Observation Notes


Characteristics of Ineffective Observation Notes


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7

Please feel free to fill out the heading and use the space below to take notes as we learn about these ineffective characteristics.

Characteristics of <u>Ineffective</u> Observation Notes		

Characteristics of <u>Ineffective</u> Observation Notes		
vague/generalized		

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The number one “common pitfall” that we see in Observation feedback is vague and generalized statements. Remember, the observational notes that you are taking should be detailed and specific enough that anyone could imagine or understand the context of the lesson and what occurred during the lesson. Many times, coaches and even administrators will include vague and generalized language in their observational notes that do not support the teacher’s reflection or understanding of their own practice.

**2 min**

**4:59-5:01**

Characteristics of <u>Ineffective</u> Observation Notes													
<div> <div>vague/generalized</div> <div></div> </div>	<div>Video Observation #1: Sample A &gt;&gt; <span>ineffective</span></div> <div> <b>Conducting Coach Observation (Phase II)</b>            COACH, capture SPECIFIC and OBJECTIVE data based on the teacher's focus area as well as general teaching practice.         </div> <table> <tr> <th>Time Stamps</th><th>Teacher/Student words and actions</th></tr> <tr> <td colspan="2">SAMPLE</td></tr> <tr> <td>8:10 AM</td><td>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...</td></tr> <tr> <td>8:12 AM</td><td>S: Turn towards one another and start sharing</td></tr> <tr> <th>Time Stamps</th><th>Teacher/Student words and actions</th></tr> <tr> <td></td><td> <ul style="list-style-type: none"> <li>Teacher does a great job with introducing the lesson by reviewing two ways to make like denominators.</li> <li>Teacher does a Vocabulary review: "Why don't you have an anchor chart that students can refer back to so students know the correct mathematical words?"</li> <li>Teacher continues by asking great procedural questions and students respond. This is wonderful probing for students to get them ready for the rest of the lesson. Students seem engaged.</li> <li>Teacher does the "I do" portion of the lesson however does not model the thinking that students will need to practice on their own.</li> <li>Students and teacher kept saying "times" instead of multiply: Perhaps you should remind them to say "multiply"</li> <li>Teacher selects students to answer questions but doesn't use equity sticks.: Why aren't you using randomized participation methods? We have talked about their importance in our PLC meetings.</li> </ul> </td></tr> </table>	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		<ul style="list-style-type: none"> <li>Teacher does a great job with introducing the lesson by reviewing two ways to make like denominators.</li> <li>Teacher does a Vocabulary review: "Why don't you have an anchor chart that students can refer back to so students know the correct mathematical words?"</li> <li>Teacher continues by asking great procedural questions and students respond. This is wonderful probing for students to get them ready for the rest of the lesson. Students seem engaged.</li> <li>Teacher does the "I do" portion of the lesson however does not model the thinking that students will need to practice on their own.</li> <li>Students and teacher kept saying "times" instead of multiply: Perhaps you should remind them to say "multiply"</li> <li>Teacher selects students to answer questions but doesn't use equity sticks.: Why aren't you using randomized participation methods? We have talked about their importance in our PLC meetings.</li> </ul>
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In the ineffective sample that we provided, you can see that it had a lot of vague and generalized statements that do not provide clarity as to what was occurring in the lesson.

*"Teacher does a great job with introducing the lesson by reviewing two ways to make like denominators"*

*"Teacher does the "I do" portion of the lesson however does not model the thinking that students will need to practice on their own."*

As you can imagine, the teacher when she receives this feedback...she is going to spend more time thinking about what part of the lesson the coach is referring to, instead of reflecting on what transpired or why she made certain instructional decisions during that moment.

**2 min**

**5:01-5:03**

Characteristics of <u>Ineffective</u> Observation Notes		

Characteristics of <u>Ineffective</u> Observation Notes		
vague/generalized	Prescriptive	

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The second “common pitfall” that we see in Observation feedback is prescriptive language. Prescriptive language is when coaches, administrators and instructional leaders give direct feedback, suggestions, and input directly within the observational notes.

Characteristics of <u>Ineffective</u> Observation Notes		
Prescriptive	Video Observation #1: Sample A >> <u>Ineffective</u>	
	<b>Conducting Coach Observation (Phase II)</b> 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
		<ul style="list-style-type: none"> <li>Teacher does a great job with introducing the lesson by reviewing two ways to make like denominators.</li> <li>Teacher does a Vocabulary review: "Why don't you have an anchor chart that students can refer back to so students know the correct mathematical words?"</li> <li>Teacher continues by asking great procedural questions and students respond. This is wonderful probing for students to get them ready for the rest of the lesson. Students seem engaged.</li> <li>Teacher does the "I do" portion of the lesson however does not model the thinking that students will need to practice on their own.</li> <li>Students and teacher kept saying "times" instead of multiply: Perhaps you should remind them to say "multiply"</li> <li>Teacher selects students to answer questions but doesn't use equity sticks.: Why aren't you using randomized participation methods? We have talked about their importance in our PLC meetings.</li> <li>Do students understand the rationale behind needing to calculate common denominators instead of simply adding across [common error]?</li> </ul>

On the sample that we provided, there were a few examples of prescriptive language.

*"Teacher does a Vocabulary review: "Why don't you have an anchor chart that students can refer back to so students know the correct mathematical words?"*

*"Teacher selects students to answer questions but doesn't use equity sticks.: Why aren't you using randomized participation methods? We have talked about their importance in our PLC meetings."*

*"Students and teacher kept saying "times" instead of multiply: Perhaps you should remind them to say "multiply"*

As you can see... Prescriptive language is usually stated in "you" statements and comes off subjective and evaluative in nature. It takes away the teacher's reflective agency and makes the coach seem like the all knowing expert. Sometimes it can be masked in the form of a question like in our sample however the consequences are the same. It does not support the teacher in practicing their agency, instead it will foster the teacher's affective filter and either they will get defensive or passively shut down during the debrief with their coach. Essentially, the coach is providing

conclusions rather than allowing the teacher to come up with their own insights and ah-has about their own teaching practice.

**3 min**

**5:03-5:06**



## Characteristics of Ineffective Observation Notes

Opinion-Based

Video Observation #1: Sample A >>

Ineffective

### 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

- Teacher does a great job with introducing the lesson by reviewing two ways to make like denominators.
- Teacher does a vocabulary review: "why don't you have an anchor chart that students can refer back to so students know the correct mathematical words?"
- Teacher continues by asking great procedural questions and students respond. This is wonderful probing for students to get them ready for the rest of the lesson. Students seem engaged.
- Teacher does the "I do" portion of the lesson however does not model the thinking that students will need to practice on their own.
- Students and teacher kept saying "times" instead of multiply: Perhaps you should remind them to say "multiply"
- Teacher selects students to answer questions but doesn't use equity sticks.: Why aren't you using randomized participation methods? We have talked about their importance in our PLC meetings.
- Do students understand the rationale behind needing to calculate common denominators instead of simply adding across (common error)?

In the sample we provided, there was some opinion-based language.

(put image of the ineffective sample with only the opinion based language being boxed in or circled)

"Teacher does a great job with introducing the lesson by reviewing two ways to make like denominators."

"Teacher continues by asking great procedural questions and students respond. This is wonderful probing for students to get them ready for the rest of the lesson. Students seem engaged."

As you can see, this language is based on emotion rather than fact. Even if it is positive opinion-based language such as, "Students seem engaged!" it doesn't allow the teacher to reflect on what was the root cause of that high student engagement. Again, it doesn't allow the teacher to think deeply about their teaching practice.

As a coach, you may feel like you want to include praise and positives in your



observation notes, but You don't need to include opinion-based language because you and your teacher are going to notice those "positive" patterns from the data anyway... those positives will come up organically during your post observation meeting with your teacher.

**4 min**

**5:03-5:07**



## Characteristics of Effective Observation Notes

1 min  
5:08-5:09

Detailed and Specific

Characteristics

Something that I need to be a teacher is...

Effective

**Video Observation #1: Sample B >>**

**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
<b>SAMPLE</b>	
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
8:12 AM	T: Tell your partner what we are doing today... S: Turn towards one another and start sharing

Time Stamps	Teacher/Student words and actions
	T: What is the bottom number called? *12 students raise their hands. There appears to be a total of 24 students in the classroom. T: Tenaya, please get the box from Lauren. S: The denominator at the bottom T: yes, what is the top part of the fraction called? *Multiple students raise hands T: Please give it to Ariana *Students pass up "black speaking box" to Ariana S: The Numerator... <div style="border: 2px solid blue; padding: 2px;">T: The numerator...and that sneaky little number on the side has a name...</div> *13 students raise hands T: Can you please pass it to Aubrey? <div style="border: 2px solid blue; padding: 2px;">S: The whole number...</div> T: The whole number, okay... *24 students observed facing the teacher towards the left side of the classroom and appeared to be actively listening.

4

As you can see from the effective sample that we provided, anyone, even if they are not an educator, can see how the lesson started and what was occurring between the teacher and her students. There is a live transcript that encompasses thorough, detailed and specific quotes from the lesson itself.

Similar to a court reporter, the coach also kept a time stamp that showcased any changes or significant transitions that were occurring in the lesson.

The coach does their best to capture all direct quotes, but even when they are unable to do because they were trying to keep up with the lesson... you can still see what was occurring throughout the lesson.

2 mins

**5:09-5:11**

Characteristics of Ineffective Observation Notes


Characteristics of Effective Observation Notes

Detailed and Specific	Quantitative/Qualitative

Something that I need to be mindful and intentional about when observing my teacher is...

7

The second characteristic of Effective Observation Notes is that it has Objective data in the form of both quantitative and qualitative data.

Quantitative/Qualitative	

Effective

**Video Observation #1: Sample B >>**

**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
<b>SAMPLE</b>	
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
8:12 AM	T: Tell your partner what we are doing today... S: Turn towards one another and start sharing

Time Stamps	Teacher/Student words and actions
	T: What is the bottom number called?
	*12 students raise their hands. There appears to be a total of 24 students in the classroom.
	T: Tenaya, please get the box from Lauren.
	S: The denominator at the bottom
	T: yes, what is the top part of the fraction called?
	*Multiple students raise hands
	T: Please give it to Ariana
	*Students pass up "black speaking box" to Ariana
	S: The Numerator...
	T: The numerator...and that sneaky little number on the side has a name...
	*13 students raise hands
	T: Can you please pass it to Aubrey?
	S: The whole number...
	T: The whole number, okay...
	*24 students observed facing the teacher towards the left side of the classroom and appeared to be actively listening.

In the sample we provided, you can see all the quantitative data highlighted in pink and qualitative data highlighted in green. In addition to the quantitative and qualitative data, there are time stamps throughout the lesson.

The power of having quantitative data is that your teacher can then see how effective their teaching is on their students. If 12 students are raising their hand out of a class of 24, seeing that 50% of the class was wanting to answer the question is powerful information for the teacher to reflect upon.

The fact that 24 students or 100% of the class was facing the teacher and listening to her is powerful information about how effective the teacher's classroom culture is.

Again, these numbers allow the teacher to see trends in their instruction without the coach having to explicitly call it out. It provides space for the teacher to think more deeply about their teaching practice and reflect on both the positives and areas of growth.

In addition to the quantitative data, the qualitative data which you can see is in the

51

form of direct quotes from both the teacher and her students.... Allows the teacher to reflect on their own practice. As you know when you are teaching, you cannot really reflect on the language, or directions or questions you are using with your students in that moment. However, being able to look at direct quotes that you used or your students used, after the lesson is done... it really allows you as the teacher to think deeply about how YOU provide directions, how YOU ask questions, the types of questions you are asking...how your students are responding, what misconceptions or misunderstandings they are having, etc.

3 mins

**5:11-5:14**

01:00

Considering the characteristics of Ineffective and Effective Observation Notes that we just reviewed, what is something that you will need to be mindful and intentional about when you go to observe your teacher?

Something that I need to be mindful and intentional about when observing my teacher is...

7

(Put the graphic headings from their note taking page (ineffective vs effective observation notes)

Now that we've reviewed the common characteristics of ineffective and effective observation notes, what is something that you will need to be mindful and intentional about when you go to observe your teacher. Perhaps in the past you have used a lot of opinion based language or you tend to utilize prescriptive language within the notes itself ...just take time to consider what you will need to be more aware of when you go into your teacher's classroom.

You will notice on the bottom of the page there is a sentence starter for you to utilize in your reflection. It says, "Something I need to be more mindful and intentional about when I observe my teacher is...." Please feel free to use that space to respond to this prompt. You will have about one minute to reflect and respond to this prompt.

\*give them 1 minute to respond\*

1 mins



**5:14-5:15**

## LET'S PRACTICE

### Break in Speaker: Denise

Thank you for taking that time to reflect. We are now going to give you an opportunity to practice taking observational notes keeping in mind the characteristics of effective Observational Note taking that we just covered.

For context, the video we are about to watch is of a 3<sup>rd</sup> grade teacher named Ms. Kline. Before we watch this third grade teacher in action, please take the next 60 seconds or so to read the top portion of the Observation by Coach tool that Ms. Kline completed before the Observation. This will help you understand what she wants you, as her coach, to keep an eye out for during her observation.

1 mins

**5:15-5:16**

Teacher Focus Area (Phase I)
TEACHER, respond to the following questions to prepare for your observation.
<p>Teaching Practice Framework Domain/Indicator:</p> <p>Domain 3: Student Engagement &amp; Ownership, Indicator A: Are my students responsible for doing the thinking and heavy cognitive lifting during my lessons? Specifically, are my students actively engaged in challenging tasks that allow them to discuss, reason, defend, explain, and share their thinking about the content of the lesson with one another through oral and written tasks? Additionally, are my students doing most of the talking and active processing during the lesson?</p>
<p>Focus of Observation:</p> <p>During our writing block, I feel as though I use a lot of direct instruction by modeling the writing and the strategies students need to use independently on their own. While the modeled writing allows me to show my students what they need to include in their own writing, I do need to find a way to actively engage my students during this time, so they are practicing those skills in a whole group setting.</p>
<p>Why is it important for this focus to be observed?</p> <p>This is important for me because my students' writing scores were the lowest compared to the other third grade classrooms on the most recent unit benchmark assessment. I need to make changes in the way I am engaging my students during our writing block if I want to ensure that they are meeting the writing standards for our grade level.</p>

***\*Allow a minute or so for coaches to read this.***

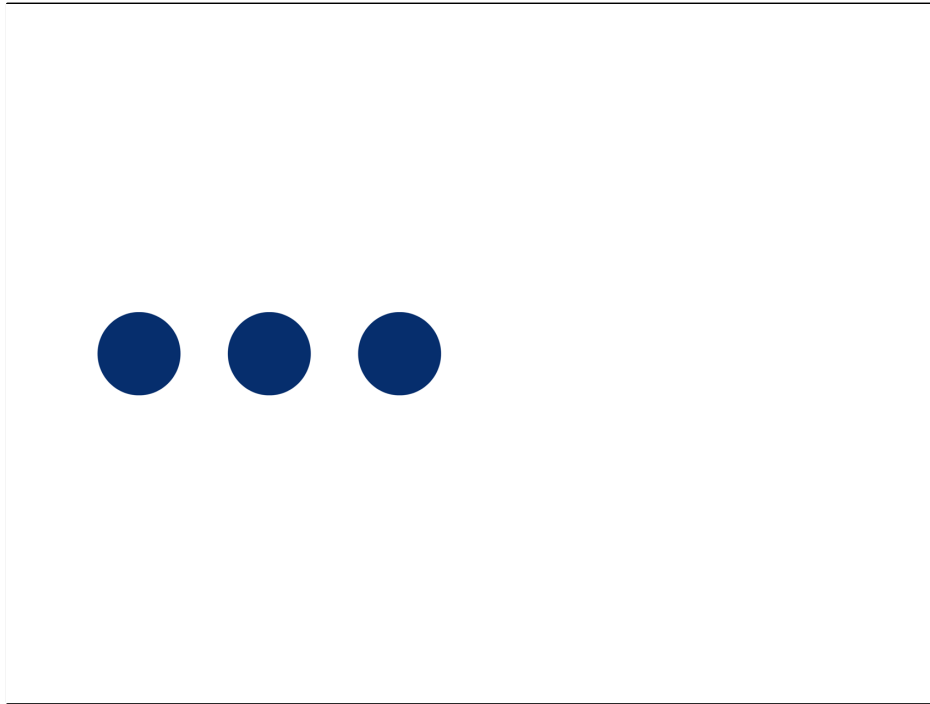
As you can see, Ms. Kline wants her coach, which in this case is all of you, to take notes on her student engagement and ownership during the whole group part of her Writing Block. You will keep this focus in mind but also consider her general teaching practice when taking your observation notes. What we mean by general teaching practice is how is her classroom culture like, how does she provide instructions. How does she interact with her students. How do students interact with one another...and so on.

As her coach, remember you want to take observational notes as if you are a court stenographer so that the notes are Detailed and Specific. Again, anyone should be able to decipher what occurred during the lesson that we are just about to watch based solely on your observational notes. You may take your observational notes by hand if you feel more comfortable writing. You can do this on pages 8 and 9 of the handouts from today. If you prefer to type your notes instead, you can do that as well by splitting your computer screen so you can watch the video we are showing while simultaneously typing your notes into a word document. Again, we are only going to watch about 6 minutes of the lesson but when you conduct your teacher's

observation, you must watch them teach for a minimum of 30 minutes.

3 mins

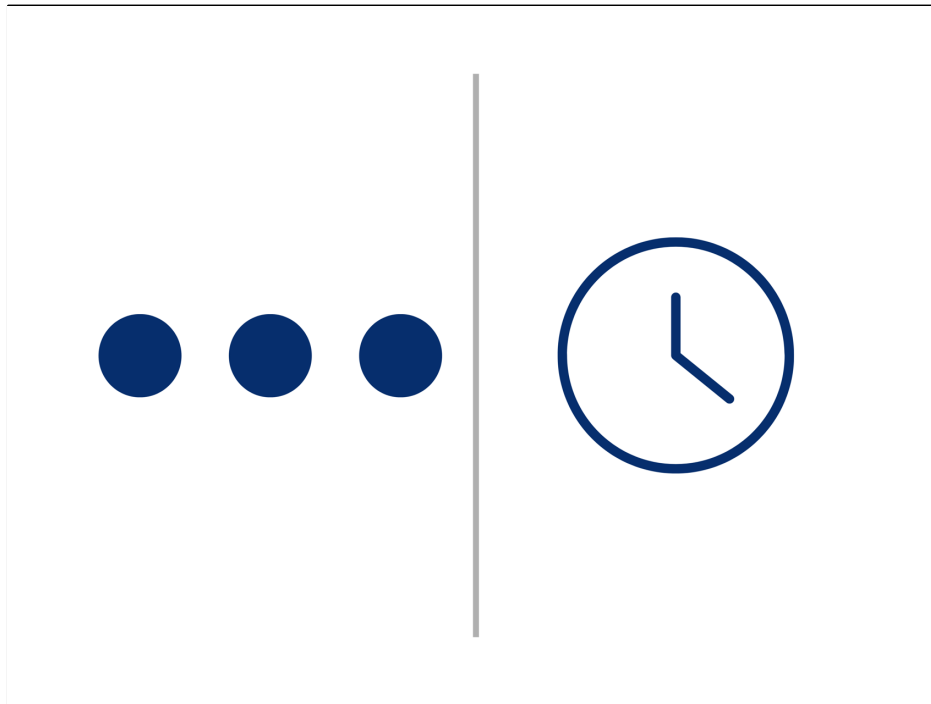
**5:16-5:19**



Just as a reminder before we get started. We do not expect you to catch everything while taking notes... so if that occurs, please feel free to use ellipses when recording teacher and student responses. As long as your notes are reflective of the overall exchanges that happened between students and teachers, it's okay to use ellipses whenever it is necessary for you to ensure you are not falling behind.

1 mins

**5:19-5:20**



Lastly, feel free to use the time bar that showcases how much time has elapsed on the bottom of the video screen for timestamps in your observational notes. Again, some coaches try to use time stamps every 2-5 minutes and others use timestamps whenever there is a change introduced within the lesson.

With that, let's watch Ms. Kline teach her writing lesson.

1 mins

**5:20-5:21**



Play 6 minute video

6 mins

**5:21-5:27**



Thank you for being intentional in practicing effective observational note taking skills. We are now going to have you take some time to reflect on the notes that you just took before sending you to your break out rooms. We know that for some of you, taking observational notes in this way felt natural and organic...perhaps you have experience in taking notes like this. At the same time, we know that for others of you, this style of note taking, where you are acting like a stenographer and collecting qualitative and quantitative data really required you to be much more intentional and focused. It's a new skill that you are just beginning to practice and familiarize yourself with.



1 mins

**5:27-5:28**



## REFLECTING ON THE OBSERVATION NOTES OF MS. KLINE'S 3RD GRADE WRITING LESSON

In reviewing your Observational notes, identify...

- all the times you were **Detailed & Specific** like a Court Reporter 
- all the times you incorporated **Qualitative & Quantitative** data 

So with that being said, we want you to reflect on the observation notes that you just took of Ms. Kline's 3<sup>rd</sup> grade writing lesson.

Specifically, we would like you to review your Observational notes and identify all the times you were detailed and specific like a court reporter. Feel free to use a colored pen or highlighter to mark up your notes for the first prompt.

The second prompt asks you to identify all of the times you incorporated qualitative and quantitative data in your observation. Feel free to highlight or mark up these using a different colored marker or pen.



1 mins

**5:28-5:29**

02:00

## REFLECTING ON THE OBSERVATION NOTES OF MS. KLINE'S 3RD GRADE WRITING LESSON

In reviewing your Observational notes, identify...

- all the times you were **Detailed & Specific** like a Court Reporter 
- all the times you incorporated **Qualitative & Quantitative** data 

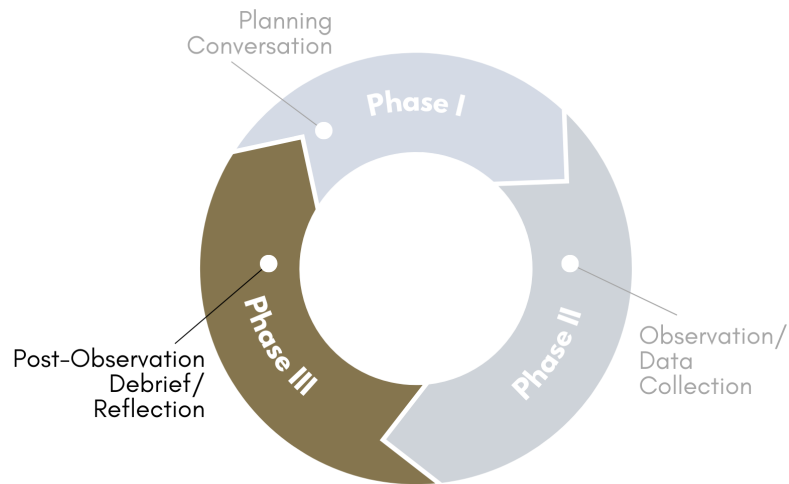
***Mandeep, Make sure Break out rooms are Ready to go with each room having 2 people each.***

Please take the next 2 minutes or so to do this. You will be using your observational notes with a partner in a break out room in just a few minutes.

\*start 2 min timer

2 mins

**5:29-5:31**



Thank you for taking that time to reflect on your Observational Notes. Please know that after you conduct the observation, you will need to prepare for Phase 3, the Post observation Debrief/ Reflective Conversation. A big part of that Debrief for you as the coach is to consider the Observational data that you have just collected. So with this in mind...

05:00

## **BREAK OUT ROOMS: PARTNER DISCUSSION**

Keeping in mind Ms. Kline's focus on improving **student engagement and ownership** during her writing block, as well as the observational notes that you just completed, discuss with your partner the **strengths** you observed in Ms. Kline's instructional practice as evidenced by the qualitative and quantitative data in your observation notes.

We would like you to put yourself in that role. Let's pretend that you are Ms. Kline's coach and you will be debriefing with her tomorrow about the observation you just conducted during her writing block.


Keeping in mind Ms. Kline's focus on improving student engagement and ownership during her writing block, as well as the observational notes that you just completed, we would like you to discuss with your partner the strengths you observed in Ms. Kline's instructional practice as evidenced by the qualitative and quantitative data in your observational Notes.

You will have 5 minutes to engage in this discussion with your Partner during break out rooms. Remember to really use the evidence that you collected to back up the strengths that you identified. We are now going to send you to break out rooms.

**\*Mandeep Send to break out rooms of 2 people. Make sure to share the main screen into the break out rooms. Start timer after everyone is in their break out rooms.**

5 mins

**5:31-5:36**



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.**

2 of 3

Thank you for engaging in that conversation. Please know that after the observation has occurred, as a part of your preparation for the observation Debrief, you are required to document the strengths, based on the objective data that you collected during the observation, in this portion of the Observation by Coach cycle ***\*RACHEL: hover over the white space beneath the green space\****.

We know that teachers are nervous and apprehensive about receiving feedback during the debrief conversation so keep in mind how powerful it will be for them to start that conversation with Identified Strengths based on the data that you just collected. It's going to lower your teacher's defensiveness and affective filter and make them more open to learning.

Please also see that **\*\*step 3 of this Coach Preparation for Observation Debrief** makes mention of the Reflective Conversation. Specifically, that you will utilize the coaching stems to help navigate the Observation Debrief Conversation. The protocol will give you more information about this but we want to briefly remind you that....

**5:36-5:38**

<p style="text-align: center;"><b><u>REFLECTIVE CONVERSATION</u></b></p> <p><b>1. Summarize Impressions:</b>  <i>What might be some of your <b>impressions</b>...?</i>  <i>What might be some of your <b>thoughts</b>...?</i>  <i>How might you be <b>feeling</b> about...?</i></p> <p><b>2. Recall Supporting Information:</b>  <i>What might be some things you <b>noticed</b>...?</i>  <i>What might be some <b>observations</b>...?</i>  <i>What might be some <b>experiences</b>...?</i></p> <p><b>3. Analyze Causal Factors:</b>  <i>What are <b>some things you did</b> that contributed...?</i>  <i>What kinds of <b>approaches</b> might have <b>you been using</b> that...?</i>  <i>So what kinds of things <b>were you doing</b> that...?</i></p> <p><b>4. Construct New Learning:</b>  <i>So what might you be learning?</i>  <i>What learning will you take away?</i></p> <p><b>5. Commit to Application:</b>  <i>What might be your next step?</i>  <i>How might you apply...?</i></p> <p><b>6. Reflect on the Coaching Process &amp; Explore Refinements:</b>  <i>How has this conversation been helpful...?</i></p>
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...you will use the Reflective Conversation to guide your teacher through reflective conversation about the observation that you just conducted. The Reflective Conversation we have provided for you is intended to be used as a guide, and not a lock step script that you must follow to fidelity. You will pre-pick and plan to utilize some of the question stems from the reflective conversation to ask your teacher. Most teachers are truly reflective and will pick up on their strengths and areas of growth through this reflective conversation, especially as you walk them through your observation notes.

However, that is not always the case. As a coach, you want to have additional questions pre-planned to help your teacher really identify their strengths as well as their areas of need in case they don't come to those realizations on their own through the questioning stems on the Reflective Conversation alone.

2 mins

**5:38-5:39**





For example, In the case of Ms. Kline, we know she's a really strong teacher as we just saw in her observation. We would assume she would be reflective but just in case the questioning stems from the reflective conversation are not enough to really get her to think about what her next steps might be to improve her writing instruction... we would have had some additional questions planned out before we met with her. These questions would include....

1 min

**5:39-5:40**

### **ADDITIONAL QUESTIONS WE WOULD HAVE PRE-PLANNED FOR MS. KLINE**

In your lesson, you utilized the “Modelled Writing” strategy, where students listened to you read a piece that was authored by you. **As I reflected on your goal of increasing student engagement during your writing block, I wondered if you have ever considered using the “Shared Writing” strategy with your students?** (Shared Writing is where the teacher shares the pen with the students in a whole group setting and takes turns back and forth drafting a piece of writing in a collaborative fashion.)

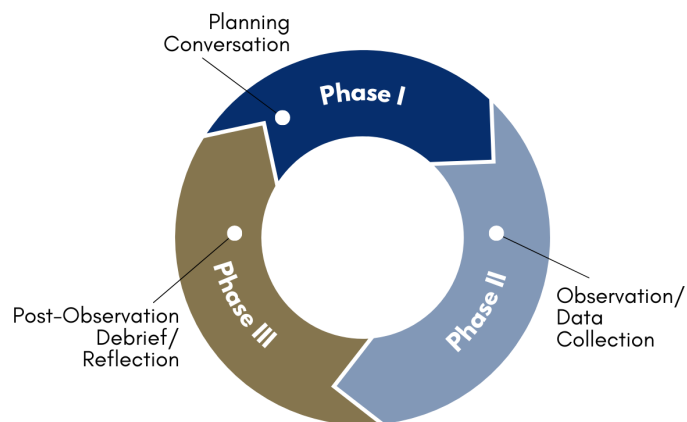
You mentioned during our previous conversation that the reason your writing instruction is a focus area is because your students didn't do as well as you expected on their most recent grade level benchmark. Would you be open to observing the other third grade teachers during their writing instruction to see how they are conducting their writing block?

These two questions. Please take a minute to read them. **(1 MIN)**

Again, we would have these questions planned out in advance and only use them if Ms. Kline could not come up with any next steps on her own.

5:40-5:42

## OBSERVATION BY COACH CYCLE



Over the course of our time today, we walked you through the entire Observation by Coach Cycle. Please know that during Induction Collaboration, which some of you may have already started if you have a Year 2 teacher, will also share an overview of this cycle so your teacher also understands the components.

# THANK YOU!



As a friendly reminder, if you haven't already, please make sure to send your signed Induction Coach Roles & Responsibilities to **Alyss Cuiriz** ([acuiriz@fcoe.org](mailto:acuiriz@fcoe.org)).

**MANDEEP to drop in chat:** Survey Link: <https://forms.gle/3LZR5HiaqMmWDTUGA>

And lastly, we have two logistical items to share. As a friendly reminder, if you haven't already, please make sure to send your signed Induction Coach Roles & Responsibilities to **Alyss Cuiriz** ([acuiriz@fcoe.org](mailto:acuiriz@fcoe.org)). You received this in an email for today's session but it has also been dropped in the chat.

Also, you will see a QR code on the screen that will direct you to this session's survey. This survey will not only count as your attendance but will provide us with feedback in regards to the effectiveness of this training. We encourage you to be honest and open with your feedback as we do look at it and utilize it to improve our program and our future trainings. With that, we have dropped it in the chat as well. It should take you about five minutes to complete. We are going to stay in this meeting room for the next few minutes for anyone to answer any specific questions that you may have.

If you don't have any questions and you've completed the survey, feel free to leave our meeting and thanks again!!!