



Teacher Development **Coaching Toolbox**

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Coaching Conversations

Included:

Planning Conversation

Reflective Conversation

Navigating Hard Conversations

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...?

Navigating Hard Conversations

Purpose: To explore a single issue deeply enough to uncover the core truth, surface real emotions, and create clarity and action.

1. Name the Issue

*What is the most important thing we need to be talking about today?
If we could focus on one issue today, what would that be?*

2. Clarify the issue

*Can you describe what's going on?
How long has it been going on?
Can you describe the extent of the situation?*

3. Determine the current impact

*How is this currently impacting you?
What is resulting because of this situation?
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

*What may be the cost if nothing changes?
What is at stake for you to lose or gain relative to this issue?
What is at stake for others to lose or gain?*

5. Examine your personal contribution to this issue

*In which ways did you contribute to the situation?
What role did you play in this situation?*

6. Describe the ideal outcome

*What does a successful outcome look like for you?
When this issue is resolved, what difference will it make?
When you imagine these results, what are your emotions?*

7. Commitment to action

*What is the most important step you could take to move toward a resolution?
What barriers might you face? How might you address them?*

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 moreabout... • It will 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 moreabout... • I'm intrigued by... • I'm interested in... • I wonder... 	
	<th data-bbox="797 1398 1503 1438">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 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

Included:

Instructional Coaching Cycle

The Seven Norms of Collaborative Work

Three Stances of Coaching

Building Rapport

Pausing & Paraphrasing

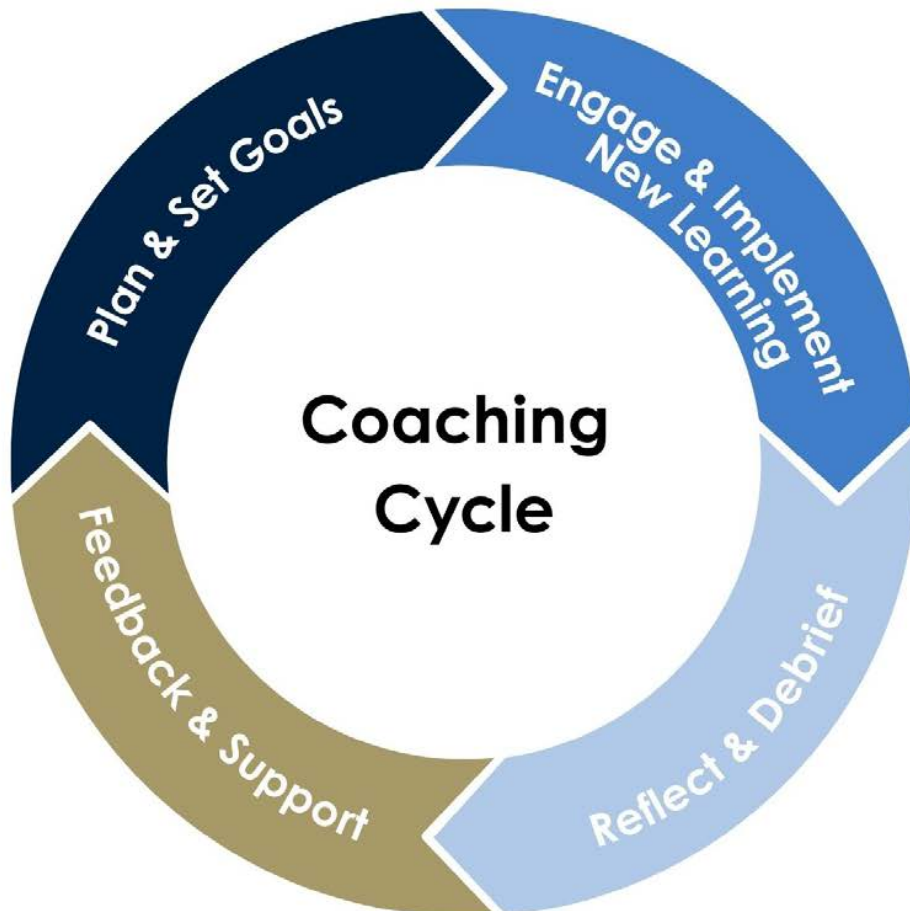
Listening Set Asides

Positive Presuppositions

Probing for Specificity

Instructional Coaching Cycle

The coaching cycle is a structured, collaborative process that supports teacher growth and student learning. It begins with identifying an instructional focus based on student and teacher needs. Together, the coach and teacher strategically plan and engage in relevant learning. This is followed by applying new strategies in the classroom, where the coach provides support through intentional reflective conversations. The cycle includes ongoing reflection, feedback, and adjustments to ensure effective implementation and continuous professional growth. Feedback and support are intentionally embedded at every stage to build teacher capacity and confidence.



The Seven Norms of Collaborative Work

Fostering respectful, reflective, and productive dialogue

Norm	Concept	Example
(1) Pausing	Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.	Instead of immediately responding to a question, a team member takes a few seconds to reflect before answering, allowing others to process the question as well.
(2) Paraphrasing	Using a paraphrase starter that is comfortable for you "So . . ." or "You're feeling . . ." or "You're thinking . . ." and following the starter with a paraphrase assists members of the group to hear and understand one another.	"So what I hear you saying is that you'd like more time built into the schedule for team planning. Did I get that right?"
(3) Posing questions	Two intentions of posing questions are to explore and specify thinking. Questions may be posed to explore perceptions, assumptions and interpretations and invite others to inquire into their own thinking. For example, "What might be some outcomes we are envisioning?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into the ideas of others before advocating for one's own ideas.	"What might be the impact on student engagement if we tried a different grouping strategy in our lessons?"
(4) Putting ideas on the table	Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea . . ." or "One thought I have is . . ." or "Here is a possible approach . . ."	"I'd like to offer a suggestion... We could try using student-led conferences as a way to increase family engagement."
(5) Providing data	Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing and interpreting data.	"Our assessment data shows a 15% increase in reading comprehension when we implemented small group instruction."

<p>(6) Paying attention to self and others</p>	<p>Meaningful dialogue is facilitated when each group member is conscious of self and of others and is aware of not only what he or she is saying, but also how it is said and how others are responding. This includes paying attention to human uniqueness when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.</p>	<p>Noticing a quieter teammate hasn't spoken, a colleague asks, "Alex, we haven't heard your thoughts; Anything you'd like to add?"</p>
<p>(7) Presuming positive intentions</p>	<p>Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional putdowns. Using positive intentions in your speech is one manifestation of this norm.</p>	<p>When a teammate questions a strategy, you assume they are trying to improve outcomes, not criticize, and respond with curiosity rather than defensiveness.</p>

Practicing these norms consistently helps teams build a culture of trust, collaboration, and shared responsibility.

Adapted From Adaptive Schools Foundation Seminar Learning Guide
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Three Stances of Coaching



A coaching stance refers to the specific role or perspective a coach takes, such as consulting, collaborating, or coaching, when working with a teacher. These stances are flexible and should be adapted based on the teacher's needs and the context. As a coach, you will move between these roles to best support the teacher's learning and professional growth.

Consulting	
<p>When you are consulting, you are stepping into the expert role sharing knowledge, strategies, skills, resources, and research with your participating teacher.</p> <p>Your support should be aligned with their current goals and areas of focus.</p>	
Looks Like	Sounds Like
<ul style="list-style-type: none"> • Provide resources, research references, and expert insights. • Demonstrate processes through informal modeling and sample lessons. • Offer a menu of options and possible approaches. • Connect teachers with building and district resource personnel. • Share feedback on student work samples. • Explain the “what,” “why,” and “how” behind practices and solutions. • Frame challenges within broader contexts and suggest expert approaches. 	<ul style="list-style-type: none"> • Use a credible, confident voice and posture. • Reference a neutral third point to present information objectively. • Use “I” statements to share expert perspective. • Emphasize key points with phrases like “It’s important to...” or “Keep in mind...” • Explain the rationale and process behind actions (“what, why, how”). • Highlight guiding principles that inform professional choices.
Cautions	
<p>Overusing consulting can create dependency. Advice without explaining underlying principles limits the teacher's ability to transfer learning or develop independent solutions.</p>	

Adapted from:
 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.

Three Stances of Coaching

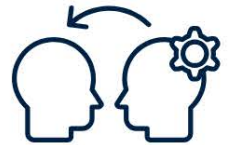


Collaborating	
<p>When you are collaborating, you are engaging as an equal partner with your teacher, sharing responsibility and working together toward a common goal.</p> <p>In this role, you take a partnership approach co-developing lessons, analyzing student data through an equity lens, and calibrating student work samples using rubrics.</p>	
Looks Like	Sounds Like
<ul style="list-style-type: none"> • Brainstorm ideas and co-plan/co-teach lessons. • Share resources and exchange materials. • Design and test classroom strategies together, then compare outcomes. • Analyze student work jointly. • Partner to support interactions with district/building resource staff. • Co-frame problems and generate alternative perspectives and solutions. 	<ul style="list-style-type: none"> • Use a confident, approachable voice while sitting side-by-side. • Focus on a shared problem and reference a common third point. • Use inclusive language like “we,” “you,” and phrases such as “Let’s think about...” or “How might we...?” • Alternate summarizing ideas with prompting the other person to paraphrase and reflect.
Cautions	
<p>Coaches should monitor their enthusiasm to avoid unintentionally dominating the co-creation process.</p>	

Adapted from:

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.

Three Stances of Coaching



Coaching	
<p>When you are coaching, you are fostering your teacher's efficacy, instructional decision-making, and confidence through reflective dialogue. This is the heart of your role.</p> <p>Coaching empowers teachers to become self-directed, reflective practitioners who feel confident navigating the complexities of teaching.</p>	
Looks Like	Sounds Like
<ul style="list-style-type: none"> • Mirror the individual's nonverbal cues when responding. • Use inquiry, paraphrasing, and probing to surface the individual's perspectives and concerns. • Support planning, problem-solving, and reflection through specific questioning. • Foster self-awareness and professional growth through focused dialogue. 	<ul style="list-style-type: none"> • Use an approachable voice and maintain full attention with eye contact. • Maintain a nonjudgmental stance, fully attending to the individual's emotional and mental processes. • Use "you" language to reflect their concerns (e.g., "You're concerned about..."). • Ask invitational questions to deepen thinking (e.g., "What are some options you're considering?")
Cautions	
<p>Coaching assumes the teacher has ideas to draw from; if not, this approach may lead to frustration. You can't coach out what isn't there.</p>	

Adapted from:
 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.

Building Rapport



Definition:

Aligning with another person through posture, gesture, tone, language, and/or even breathing.

Building rapport is essential for developing trust and open communication in interactions and conversations.

One must be aware of small everyday habits that might break rapport (i.e. looking at the clock, checking our phones, multi-tasking/task-switching).

Why It Matters:

- Foundation for deep, productive reflection
- Encourages trust and honesty
- Promotes enhanced openness and meaningful dialogue
- Fosters understanding and stay fully present
- Demonstrates you care about what the teacher is saying
- Teacher feels heard and respected
- Reduces tension and/or anxiety

Examples	Non-Examples
<ul style="list-style-type: none">• Match tone and body language subtly• Listen actively and show attentiveness• Eliminate distractions (limit phones, multitasking, or clock-watching)	<ul style="list-style-type: none">• Interrupt or rush the speaker• Appear disinterested or distracted• Offer solutions too quickly without understanding

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

Pausing



Definition:

Intentionally creating silence in order to encourage the opportunity to reflect, process, and deepen understanding. Pay attention to the teacher's nonverbal cues and listen for insights that might emerge during the pause.

There are several ways to practice effective pausing. Below are examples of different situations.

When To Pause	Why
After asking a significant question or making a powerful statement	<ul style="list-style-type: none">• Allows thinking time• Signals support for thinking• Demonstrates belief in your teacher's capacity for thinking
After the teacher responds and before the coach responds	<ul style="list-style-type: none">• Allows the teacher more time to share if they think of something else• Allows time for the coach to process and formulate a productive response• Ensures feedback is thoughtful and targeted, not rushed or reactive.
When the teacher is processing complex emotions or information	<ul style="list-style-type: none">• Allows time for cognitive processing• Demonstrates empathy and respect• Gives time to regulate emotions
At the end of a session or before transitioning to a new topic	<ul style="list-style-type: none">• Helps build coherence• Reduces cognitive overload• Invites questions and clarification

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



Paraphrasing

Definition:

A rewording of the thought or meaning expressed in something that has been said or written. (Webster's Dictionary)

Paraphrasing supports deeper reflection in three key ways: it acknowledges what was shared, helps organize thoughts, and reflects back the speaker's values, beliefs, and goals.

Why It Matters:

Paraphrasing is used to encourage deeper thinking and reflection, especially around the emotions or content being shared. Effective paraphrasing can convey three messages:

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

Principles of Paraphrases to keep in mind:

Principles	Examples
Attend fully and listen with the intention to understand	So you're thinking that...
Use "you" instead of "I"	You're saying that the students were...
Match the emotional tone and/or gestures	So, a belief you hold is...
Capture the essence of the message (make the paraphrase shorter than the original statement)	You're (hoping, concerned about, wondering if...)
Paraphrase before asking a questions	On one hand...and on the other hand...
	So you have closure on... and you are ready to move on to...
	You mentioned ... (three options, issues, challenges)
	A goal you have is...

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






Listening Set Asides

Definition:

Setting aside one's own thoughts, biases, or judgements to focus on the speaker in order to listen to understand.

There are 3 types of Listening Set Asides:

Autobiographical Listening	<p>Occurs when the coach makes personal associations and the teacher's story triggers memories of the coach's own experiences. This can be distracting and may lead to judgment, comparison, or becoming so absorbed in one's own story that true listening is lost and has potential to take the focus off the teacher.</p>	
Inquisitive Listening	<p>Occurs when the coach begins to get curious about portions of the story that are not relevant to the topic at hand. As a result, the focus shifts to unnecessary information, which can prevent the coach from fully attending to the teacher's key message and may derail the conversation if pursued.</p>	
Solution Listening	<p>Occurs when a coach begins problem solving as the teacher shares a concern. While it may feel natural to offer support or solutions right away, doing so can unintentionally create dependency and limit the teacher's sense of ownership and efficacy.</p>	

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



Positive Presuppositions

Definition:

Intentional, strength-based assumptions coaches make about a teacher's thinking, decision-making, and motivations, used to promote productive reflection, build trust, and affirm professional capacity.

Why It Matters:

- Sends a message that people are acting with positive intentions
- Helps create an environment of trust and respect
- People feel safe to think out loud and interact in meaningful and productive conversations

Consider the positive presupposition embedded in this question:

What literacy strategy do you plan to use to make the greatest impact on student learning?

The presupposition is that the teacher knows literacy strategies, thinks and plans carefully for significant learning and knows which strategies have the greatest impact on 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?

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

Probing for Specificity



Definition:

The practice of asking follow-up questions to gain more detailed or specific information, especially when the initial response is vague, ambiguous, or incomplete.

Why It Matters:

- Reduces vague language and clarifies focus
- Supports precision in language and thinking
- Fosters a shift from overwhelming to manageable

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

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

Observations

Included:

Explanation of Program Specific Observations

Observation Tools:

General Classroom Observation

Bright Spots

Observing Higher Order Thinking

Level of Questioning

Ratio of Interactions Monitoring Form

Teacher Verbal Behaviors

Student Engagement

Student/Teacher Question Patterns

Teacher/Student Movement Patterns

Observation Thank You Notes

Explanation of Program Specific Observations

For the purposes of this coaching toolbox, we will not be delving into the specific observation requirements associated with FCSS Teacher Development programs. Instead, our focus will be on providing additional observation tools that can support meaningful coaching conversations and offer guidance on writing thoughtful post-observation thank you notes. These elements are designed to enhance reflective practice, strengthen relationships, and support continuous professional growth beyond compliance-focused observations.

Observation Tools

Classroom Observation

Teacher: _____ Date: _____ Time: _____

Time Recorded every 5 minutes	Teacher words and actions	Student words and actions

Bright Spots

Observation Tool

Directions: Throughout the lesson, Coach will collect evidence highlighting the “bright spots”, the positive things, they see in the time observed. These bright spots can be collected around the teacher and can also include highlights from positive student behavior/actions.

Just a few examples of bright spot data collection may involve:

- Evidence surrounding positive interactions between Teacher and students.
- Evidence surrounding the teacher's attitude and demeanor. (i.e. smiling face, affirmative eye contact, body language, etc.,)
- Evidence surrounding procedures that are running smoothly.
- Evidence surrounding high levels of student engagement and/or understanding of content.
- You may find many other opportunities for collecting bright spots!

Teacher:		Date:	
Time Observation Begins:		Time Observation Ends:	

Higher Order Thinking

Observation Tool

DIRECTIONS FOR OBSERVING HIGHER ORDER THINKING

1. Coach is to write down the questions asked by the Teacher and students as well as the tasks that were completed by students.
2. After the observation, both Coach and Teacher are to identify the corresponding DOK or Bloom's level (whichever your district commonly uses).

Teacher:		Date:	
Time Observation Begins:		Time Observation Ends:	
Questions asked by Teacher and Students		Corresponding DOK level/ Bloom's level	
Tasks Completed by Students		Corresponding DOK level/ Bloom's level	

Adapted from Elena Aguilar. *Onward: Cultivating Emotional Resilience in Educators*.
San Francisco: Jossey-Bass, 2018

Level of Questioning

Observation Tool

DIRECTIONS FOR OBSERVING LEVEL OF QUESTIONING

1. Coach is to listen to questions being asked and use a tally to categorize them into the matrix below.
2. After the end of the observation, Coach Teacher will total up the questions and calculate the percentage of questions asked in each cognitive process dimension.

Teacher:			Date:			
Time Observation Begins:			Time Observation Ends:			
Cognitive Process Dimension	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Meta-cognitive	Total	%
Remember <i>recognizing, recalling</i>						
Understand <i>explaining, clarifying, interpreting, categorizing, classifying, comparing, contrasting, inferring, predicting, extrapolating, exemplifying, illustrating</i>						
Apply <i>applying a procedure to a familiar or unfamiliar task</i>						
Analyze <i>differentiating, distinguishing, organizing, integrating, outlining, attributing</i>						
Evaluate <i>checking, monitoring, testing, critiquing</i>						
Create <i>generating, hypothesizing, planning, designing, producing</i>						
Total Questions Asked						

Source: adapted from Anderson et al (2001).

Sample Questions Guide for Level of Questioning Observation Tool

Cognitive Process Dimension	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Meta-cognitive
Remember <i>recognizing, recalling</i>	When did the Civil War happen?	What does oppression mean?	List the major battles of the Civil war in chronological order.	How might you categorize and remember the most important events of the Civil War?
Understand <i>explaining, clarifying, interpreting, categorizing, classifying, comparing, contrasting, inferring, predicting, extrapolating, exemplifying, illustrating</i>	What were the social, political and economic causes of the civil war?	Which aspect of oppression (social, political, economic) faced by African Americans during the Slavery era was the most impactful to their future? Explain your answer with reasoning and historical evidence.	Compare and categorize the responsibilities and roles of a house slave vs. a field slave.	Visually depict your understanding of the civil war using a brain map. Make sure to include causes, outcomes, and key events.
Apply <i>applying a procedure to a familiar or unfamiliar task</i>	Based on your understanding of the social, political, and economic causes of the Civil War, what were the lasting social, political and economic effects?	Considering the impact of racial oppression during the civil war, describe other incidents of racial oppression in American history that also had a lasting impact?	Based on your understanding of social currency during the civil war era, categorize the following fictitious individuals in a hierarchy of power. (Southern plantation owner, Union soldier, female house slave, plantation owner's wife, mixed-race male field slave, Northern politician)	What are the similarities and/or differences between the civil war era and the current climate in the United States?
Analyze <i>differentiating, distinguishing, organizing, integrating, outlining, attributing</i>	Explain the social, political and economic differences between the North and the South?	What are the ramifications of the civil war that can be seen today?	Analyze the map below and outline and shade the growth area of the five major cash crops of the Civil War era.	Consider the hypothetical notion that the South won the war; making the United States two separate countries. In your perspective how might have this impacted the development of our nation/s?
Evaluate <i>checking, monitoring, testing, critiquing</i>	Look at the timeline below and determine the key events and/or battles that had a significant impact on the procession of the Civil War.	Critique the political cartoon from the Civil War era below and evaluate its message?	Compare the human resources of the union and the confederacy at the beginning of the Civil War and evaluate the tactical advantages of each side?	Thinking about our discussion on the Dred Scott case and the supreme court's decision, write an argument that supports why you think the decision was correct or incorrect? Use 2 or more sources as support.
Create <i>generating, hypothesizing, planning, designing, producing</i>	If the Confederacy had won the Civil War, how would it have impacted modern day?	Design a newspaper front page from the civil war era that communicates the social, political and economic oppression faced by African Americans.	In your own words, re-create the key elements of the Emancipation Proclamation.	Based on your understanding of the experiences of slaves, write a journal entry through the perspective of a slave on a Southern plantation.

Ratio of Interactions Monitoring Form

Observation Tool

DIRECTIONS FOR OBSERVING THE RATIO OF INTERACTIONS

1. This tool is used to measure the amount/type of interactions a Teacher has with the overall class, males, females, and/or specific students.
2. If desired, use the coding system to target a specific group/demographic/identifier.
3. Calculate the ratio of positive and negative interactions for the overall class, specific group/demographic/identifier.

NOTE:

- It is the student behavior that is occurring at the time the interaction is initiated, *not the tone of the interaction*, that determines whether an interaction is positive or negative.
- When a Teacher interacts with a student who is exhibiting appropriate behavior, count the interaction as positive.
- When a Teacher interacts with a student who is exhibiting inappropriate behavior, count the interaction as negative. Responses to "negative" behavior do not mean the Teacher is responding poorly.

Teacher:		Date of Observation:	
Time Observation Begins:		Time Observation Ends:	

Coding system (if used)

S1 = Chosen Student Name _____ = _____
 S2 = Chosen Student Name _____ = _____
 S3 = Chosen Student Name _____ = _____
 C = Class wide _____ = _____

Attention to Positive	Attention to Negative
Example: (15) S1: IIIII, S2: IIIII, S3:III, C: II	Example: (20) S1: IIIII, S2: IIIII, S3:III, C: IIIIII

Actual Ratio of Interactions ____:____

Teacher Verbal Behaviors Observation

Observation Tool

DIRECTIONS FOR OBSERVING TEACHERS VERBAL BEHAVIORS

1. Coach will tally the various verbal behaviors observed in three-minute intervals throughout the lesson.
2. Coach may use the space under the "action" category to capture specific comments or a brief description of the class activities at various points of the lesson. (see example below)
3. After the observation, the Coach will quantify the number of behaviors in the "total" section of the observation tool.

Teacher:		Date:	
Time Observation Begins:		Time Observation Ends:	

Time	Information Giving	Questioning	Answering	Encouraging/ Praising	Direction Giving	Correcting	Re-Directing	Action
10:05 - 10:07					///			"Get into groups and take out your whiteboards"
Total								

Student Engagement

Observation Tool

DIRECTIONS FOR OBSERVING STUDENT ON-TASK AND OFF-TASK BEHAVIOR

1. Teacher and Coach should discuss ways of knowing when a student is on task, and discuss other student behaviors they may choose to code and observe, e.g.

(Suggested key: may create individualized key)

A = at task

AT = at task with Teacher

TK = talking

P = playing

O = out of seat

OR = out of room

OT = off task

2. Decide which students will be targeted for observation and discuss reasons for choosing those children. It may be useful to do this several times, targeting 'noisy' learners, then 'good workers', then 'quiet' learners, etc. (choosing only about 5 or 6 students is recommended).
3. List students' names according to their seating arrangement.
4. Coach sits at the side of the room where all students can be observed, scans targeted students at 5-minute intervals, records student behavior.

Recording Sheet for Student Engagement

Teacher:		Date of Observation:	
Time Observation Begins:		Time Observation Ends:	

STUDENT	TIME WHEN SWEEP BEGAN							
	:	:	:	:	:	:	:	:

Student/Teacher Question Patterns

Observation Tool

Teacher:		Date of Observation:	
Time Observation Begins:		Time Observation Ends:	

Using a Seating Chart, record the frequency of each student's interaction with the Teacher during a question and answer period. This may also be used to record Teacher bias.

Directions: When the Teacher asks an individual student a question, place an arrow in that student's box on the seating chart. The arrow should be pointing away from the teacher. Each subsequent question directed to that student should be marked with a slash through the same arrow. When the Teacher directs questions to the entire class, place an arrow in or near the Teacher's box. The arrow points in the direction of the class

Teacher

Student ↓

Sample of 2 questions

Student ↓

Sample of 4 questions

Teacher



Sample of when the teacher directs questions to the entire class

Student

Student

Teacher

Sample of Students questions to teacher

Student ↑

Student ↑

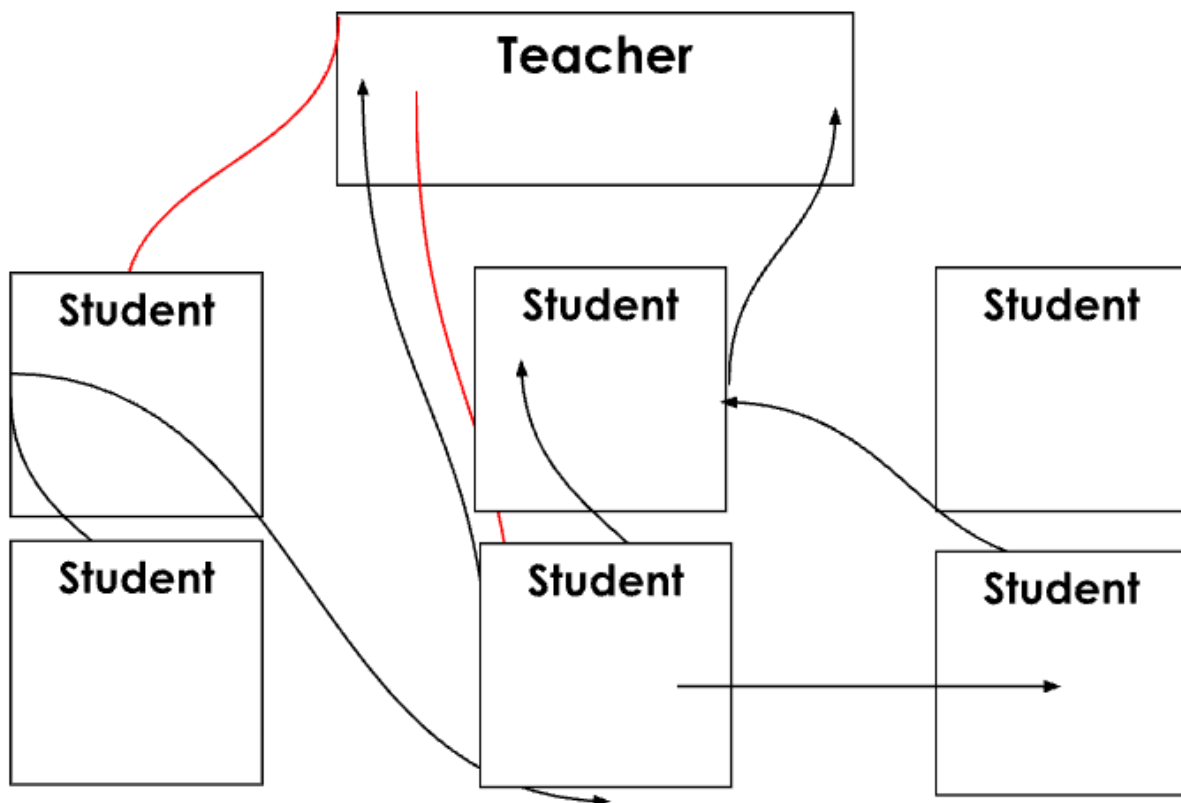
Teacher/Student Movement Patterns

Observation Tool

Teacher:		Date of Observation:	
Time Observation Begins:		Time Observation Ends:	

The observer may record movement of the Teacher and/or students during a set amount of time. Record data on a seating chart. This may be used to record Teacher bias, student engagement or a variety of other concerns. The observer may wish to observe for Power Zones. Beginning Teachers often begin forming a pattern of predominately teaching from one area or one side of the room. The observer can assist by collecting data on the Teacher's position over a period of time.

Directions: Use lines with arrows to show which students move about the room during a set amount of time. Do the same to record Teacher movements. If you wish to record both during a set time period, use 2 different colors: one for students, one for the Teacher.



Observation Thank You Note

Directions: Teachers, if you observe a fellow colleague, consider sending a thank you note to the observed peer.

Thank you!

I appreciate you welcoming me into your classroom and
allowing me to learn from you!

I really appreciate...

Something I am thinking about... or You have inspired me to...

Thank you!

I appreciate you welcoming me into your classroom and
allowing me to learn from you!

I really appreciate...

Something I am thinking about... or You have inspired me to...

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. Use this guide and the [Monthly Collaboration Log Resources](#) 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.**

Strengths or Current Celebrations: (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.)

- 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?
 - 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?

Discussion of goals related to ILP/Focus of Practice: (This is a major focus of your weekly meetings. These questions will help support your teacher's reflection of their ILP research.)

- Tell me about your latest piece of research. Describe your learning and insights.
 - In what ways does 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.

Discussion of other long term/short term goals: (Discuss and document weekly/monthly goals that relate to a current focus, challenge, and/or other teacher needs.)

- 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?

Current Focus or Challenges: (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.)

- What might be a current challenge you are facing?
 - 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?
 - 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?

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 ILP research.)

- 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?
- What would be most supportive for you?
- Would co-planning a lesson be helpful?
- Would co-teaching a lesson be supportive?
- Would analyzing student data together be supportive?

At the end of your meeting, consider closing the conversation by asking:

- 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?

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. Use this guide and the [Monthly Collaboration Log Resources](#) 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>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, 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>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? • What would be most supportive for you? • Would co-planning a lesson be helpful? • Would co-teaching a lesson be supportive? • Would analyzing student data together be supportive? <p>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?

Glossary of Key Terms

Active Listening Stems

Phrases used by coaches to confirm understanding and show engagement (e.g., “What I’m hearing is...”). *(see page 7)*

Asset-Based Coaching

An approach that emphasizes a teacher’s strengths and builds from what is working well in their practice. *(see page 7)*

Clarifying Questions

Questions that seek to make a speaker’s meaning clearer, often by asking for examples or specifics (e.g., “Tell me more about that...”). *(see page 9)*

Coaching

A stance where the coach guides teachers through reflective questions to build their instructional efficacy. *(see pages 18,20)*

Coaching Conversations

Structured discussions between a coach and teacher that support reflection, planning, and problem-solving. Includes planning, reflective, and Mineral Rights conversations. *(see page 3)*

Coaching Skills

Techniques like pausing, paraphrasing, and building rapport that support effective coaching interactions. *(see page 10)*

Coaching Stems

Sentence starters used by coaches to prompt reflection, probe thinking, and explore next steps. *(see page 7)*

Collaborating

A coaching stance where the coach and teacher work as partners with shared responsibility. *(see pages 18-19)*

Consulting

A coaching stance where the coach offers direct suggestions, expertise, or resources—used when the teacher is “stuck”. *(see page 18)*

CSTP (California Standards for the Teaching Profession)

A framework of six interrelated standards that articulate what teachers should know and be able to do to support student learning at all stages of their careers. The CSTPs provide a common language and vision of effective teaching and serve as the foundation for teacher development, reflection, and evaluation in California. They are central to induction programs, coaching conversations, goal-setting, and professional growth planning.

Guiding Questions

Prompts designed to stimulate teacher reflection and planning throughout the coaching cycle (e.g., for fall and spring). (see pages 39-40)

Listening Set-Asides

Common mental distractions to avoid in coaching: autobiographical, inquisitive, and solution-oriented listening. (see page 15)

Mineral Rights Conversation

A deep-dive dialogue structure (from Susan Scott's *Fierce Conversations*) that helps uncover and resolve core issues. (see page 6)

Observation by Coach

A cycle where the coach observes classroom instruction and debriefs with the teacher using collected data and reflective dialogue. (see page 21)

Observation of a Peer

A teacher-led observation of a colleague's teaching, followed by a reflective conversation and application of new learning. (see page 21)

Paraphrasing

Restating a speaker's message in your own words to demonstrate understanding and support dialogue. (see page 14)

Planning Conversation

A structured conversation that helps teachers clarify goals, anticipate strategies, and plan for success. (see page 4)

Positive Presuppositions

Intentional language that assumes positive intent and capability in others, fostering a respectful coaching climate. (see page 16)

Probing for Specificity

Asking questions to reduce vague language, increase clarity, and support actionable next steps. (see page 17)

Reflective Conversation

A type of coaching conversation that helps teachers analyze their actions and construct new learning from their experiences. (see page 17)

Self-Reflection Tools

Resources (e.g., daily logs, occasional check-ins) to help coaches reflect on their support strategies and adjust their approach. (see page 33)

Three Coaching Stances

The three modes of interaction a coach can take: Coaching, Collaborating, and Consulting. (see pages 18-20)

- **Coaching:** When you are coaching, you are fostering your teacher's efficacy, instructional decision-making, and confidence through reflective dialogue. This is the heart of your role.

- **Collaborating:** When you are collaborating, you are engaging as an equal partner with your teacher, sharing responsibility and working together toward a common goal.
- **Consulting:** When you are consulting, you are stepping into the expert role sharing knowledge, strategies, skills, resources, and research with your participating teacher.

TPE (Teacher Performance Expectations)

A set of six standards developed by the California Commission on Teacher Credentialing (CTC) that outline what credential candidates must know and be able to do as beginning teachers. The TPEs serve as a foundation for teacher preparation, induction, and performance assessment, and align closely with the California Standards for the Teaching Profession (CSTP). They guide the development of instructional practices, assessment strategies, and engagement with diverse learners.

Universal Quantifiers

Overgeneralizing words like "always" or "never" that should be probed for accuracy in reflective dialogue.

NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

