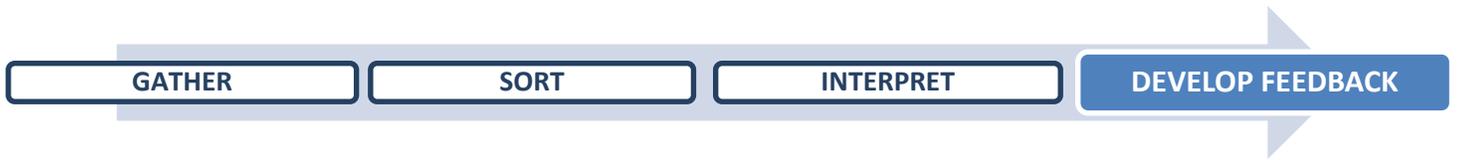


Formative Coaching



Academy for Personnel Evaluating Teachers

Quick Reflect:

Reflecting on the conferencing and the coaching of staff, what are your strengths and what are your areas of needed growth?

Transforming Practice:

What characteristics of the Rhode Island process will be the most effective in transforming teacher practice?

Focus on 3C Engaging Students:

Coaching Stems

GATHER

SORT

INTERPRET

DEVELOP FEEDBACK

Academy for Personnel Evaluating Teachers

Paraphrasing

- So....
- Let me make sure I understand...
- In other words...it sounds like...

Clarifying

- Could you tell me more about...
- Tell me what you mean by...
- Could you give me an example...
- How is that different from....

Interpretation

- What you are describing could mean...
- Could it be that what you are saying is...
- Is it possible that...

Mediational

- What criteria do you use to...
- What might happen if...
- How would it look...
- What is the impact of ... on students...
- How do you decide...

Instructional

- Would you like more information; to review some options; some resources...
- A couple of things to keep in mind are...
- Research seems to indicate...
- Sometimes it is helpful if...

Summarizing

- You have stated that your goal is...
- Let's review the key points in our discussion...
- Tell me your next steps...
- So this is your homework...

Transformational

- Let's try a role-play...
- Ground that assessment for me...could you make a different assessment...
- How could we turn that rut story into a river story...
- What new "way of being" are you willing to try out...



Sample Observation

GATHER

SORT

INTERPRET

DEVELOP FEEDBACK

Academy for Personnel Evaluating Teachers

Domain 2

2a: Creating an Environment of Respect and Rapport (3)

Teacher/student interactions are friendly and demonstrate general caring/respect. The teacher sits or leans over to assist students when circulating around the room. The teacher gives feedback to a student, and the student says, "Thank you." The teacher teases a student: "You silly girl." The student replies: "I know."

2b: Establishing a Culture for Learning (4)

Teacher conveys high expectations for learning for all students and assists with hard work. (The teacher says to the class: "I know you guys can solve this now." The teacher says to a student regarding completing a problem: "It's not confusing." The student responds: "Confusing to me." The teacher replies: "You got this.") Students take initiative in improving the quality of their work. (A student is excited about completing a problem and states: "I did it." A student says to the teacher when discussing a problem: "I was hecka right.") Students work together and help each other with their work.

2c: Managing Classroom Procedures (3)

There is little loss of instructional time due to effective classroom routines and procedures. The students are productively engaged during small-group work. The teacher has "On Your Own Practice" on the interactive board for students to see during the lesson.

2d: Managing Student Behavior (2)

Standards of conduct appear to have been established, but their implementation is inconsistent. The background is noisy off and on during the segment with students laughing and talking. The teacher sometimes pauses while working with students and looks at them but does not address their behavior. One student is banging on the desk or another object and the teacher does not comment. When one student is not on task, the teacher says: "Hold on one second [student name], how are you doing? What number are you on?"

Domain 3

3a: Communicating with Students (3)

Students are engaged in the learning task, indicating that they understand what they are to do. The teacher's explanation of content is clear and invites student participation and thinking. When talking to or helping students, the teacher often bends or squats down beside them. The students appear comfortable in asking the teacher for assistance. The teacher circulates throughout the segment and questions students and explains mathematical procedures to them.

3b: Using Questioning and Discussion Techniques (2)

Teacher questions students as pairs or individually. During the segment, the teacher has students explain their work. She probes students to help them understand. It is not a 3 because there is no whole- or small-group discussion even though the teacher encourages the students to help each other.

3c: Engaging Students in Learning (3)

Most students are intellectually engaged. Students work with partners in completing class work. A student is waiting for his partner to help him, and the teacher tells him to try it himself and have his partner check his work. The teacher circulates to give assistance. The teacher asks three different students if they would like to put a problem on the board that they have worked on, and the students say they will.

3d: Using Assessment in Instruction (3)

Assessment is regularly used during instruction through monitoring of progress of learning by the teacher and/or students. During the entire segment, the students are working individually or in pairs on an independent activity. The teacher circulates and assists students by questioning them and giving feedback. After checking a student's work, the teacher tells the student to erase everything and to start over. The teacher guides the student through the process. A student self-assesses with the teacher's guidance.

Trio Coaching Prep/Observation Notes (as Teacher, Evaluator, or Observer)