

# **Partner Coaching, Option 1**

## **Administrative Coaching, Option 2**

### **Evaluation Packet**

**This packet contains:**

- 1. Our Professional Standards**
- 2. Coaching Cycle**
- 3. Pre-Conference Questions**
- 4. Post-Conference Questions**
- 5. Effective Coaching Conversations**
- 6. Observation information**
- 7. Area of Investigation form**
- 8. Pre & Post Conference Form**

## California Professional Teaching Standards

**Our commitment is to initiate and carry through the goals and objectives of Westwood Charter School through these Professional Standards.**

### **Domain 1: Organizing & Managing the Classroom/Creating a Positive Learning Environment**

- Organizing the physical environment
- Planning, posting, and implementing classroom procedures and routines
- Establishing, posting, and maintaining standards for student behavior
- Establishing a climate that promotes fairness and respect (i.e. using H.E.P. materials)
- Promoting a social development and group responsibility

### **Domain 2: Planning and Designing Innovative Instruction**

- Establishing and articulating goals for student learning
- Demonstrating understanding of students' development learning needs
- Using knowledge of students' backgrounds and experiences to plan instruction
- Valuing and drawing upon student diversity in planning instruction
- Developing and sequencing instructional activities and materials for students' learning
- Modifying instructional plans to adjust for student learning
- Using instructional time effectively

### **Domain 3: Delivering Instruction to All Students**

- Making learning goals and instructional procedures clear to all students
- Making content and process comprehensible and meaningful to all students
- Identifying and addressing multiple backgrounds of all learners
- Encouraging students to extend their thinking
- Fostering self-directed learning
- Guiding and coaching students toward powerful learning experiences
- Using a variety of instructional techniques such as whole group, cooperative learning, learning centers, and individual instruction

### **Domain 4: Demonstrating Subject Matter Knowledge**

- Demonstrating knowledge of subject matter content
- Demonstrating understanding of key subject matter concepts and their interrelationships for students
- Using materials, resources, and technologies to make subject matter accessible to students (hands-on)
- Engaging students in learning experiences to increase understanding of content that is process oriented
- Integrating ideas and information through thematic instruction

### **Domain 5: Assess Student Learning**

- Establishing appropriate learning expectations for all students
- Collecting and using multiple sources of information about students and their work
- Involving students in assessing their own work
- Communicating with students, parents, and other audiences about student progress
- Using the results of assessments to plan for future instruction

### **Domain 6: Participating as Members of a Learning Community**

- Reflecting on teaching and learning
- Involving families and community members in student learning
- Working with colleagues to improve teaching and learning
- Planning and implementing curriculum within the family structure
- Actively pursuing opportunities to contribute and grow professionally
- Participating in school-wide activities

# Coaching Cycle

## 1. Pre-Conference

### Purposes:

- To establish the context for the lesson
- To clarify the teacher's goal for the lesson
- To identify and describe the strategies and approaches the teacher will use
- To identify evidences of success
- To determine an area of professional interest for the purpose of this observation
- To define a specific focus for data gathering
- To identify the partner's role and the tools for data gathering

## 2. Observation

### Purpose:

- To gather desired information for teacher

## 3. Post-Conference

### Purposes:

- To recall the lesson
- To compare what actually happened with that was desired
- To refocus an area of professional interest
- To reflect upon evidence
- To draw cause and effect relationships between teacher behaviors and student learning
- To consider implications for teaching
- To consider possible improvements or new strategies
- To develop insight into coaching process

## Pre-Conference Questions

Question	<i>Purpose</i>
<b>1. What will you be doing in this lesson?</b> (Where are you now?)	<i>To establish the context for the lesson</i>
<b>2. What are your goals for your students?</b> (Where do you want to go?)	<i>To clarify the teacher's goal for the lesson</i>
<b>3. What exactly will you and your students be doing in your lesson?</b> (How will you get there?)	<i>To identify and describe the strategies and approaches the teacher will use</i>
<b>4. How will you know if your lesson is successful?</b> (How will you know when you've arrived?)	<i>To identify evidences of success</i>
<b>5. What are you curious about with regards to this particular lesson?</b> (What do you want to learn/find out?)	<i>To determine an area of professional interest for the purpose of this observation</i>
<b>6. What, specifically, would you like me to observe for?</b> (What do you need to know in order to find out about it?)	<i>To define a specific focus for data gathering</i>
<b>7. How can I best gather information for you? (How do you want the data recorded? Where would you like me to place myself?)</b> (How can I help you learn it?)	<i>To identify the partner's role and the tools for data gathering</i>

**Santa Cruz New Teacher Project/BTSA**  
 Baron, Cauchi, Gless, Moir, Stobbe  
 August 1995  
 (Adapted from the work of Arthur L. Costa and Robert J. Garmston)

## Post-Conference Questions

Question	<i>Purpose</i>
<b>1. How do you think the lesson went?</b>	<i>To recall the lesson</i>
<b>2. Did the lesson go as you had planned?</b>	<i>To compare what actually happened with that was desired</i>
<b>3. Would you like to see the data I gathered?</b>	<i>To refocus an area of professional interest</i>
<b>4. How does this data match your expectations or surprise you?</b>	<i>To reflect upon evidence</i>
<b>5. How do you think the _____ might have affected the _____?</b>	<i>To draw cause and effect relationships between teacher behaviors and student learning</i>
<b>6. How does this data help you as a teacher?</b>	<i>To consider implications for teaching</i>
<b>7. If you were to reteach this lesson, is there anything you would do differently?</b>	<i>To consider possible improvements or new strategies</i>
<b>8. Is there anything we should consider changing when we work together again?</b>	<i>To develop insight into coaching process</i>

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# Coaching-Collegial Conversation Skills

**To support effective communication that promotes professional growth please consider:**

- Communication skills are acquired more than they are in-born.
- The meaning people get from you comes less from what you say than from how you say it.
- Whenever two people are in each other's presence, communication inevitably occurs.
- 87% of the information stored in people's minds entered their body through their eyes.
- Communication is a complex, ongoing dynamic and changing process.

## **Build a Trusting and Reflective Environment by:**

- Using non-judgmental responses (avoid criticism or praise)
- Acknowledging ideas and feelings
- Using statements and questions that are open-ended and assume the positive intentions of the speaker
- Listening
  - Listen to truly want to hear what the speaker has to say to support his/her own best thinking
  - Listen knowing that the speaker is separate from yourself with alternative ways of seeing the world
  - Listen trusting that the speaker has the capacity to handle, work through, and find solutions to his/her own problems

## **Paraphrase and Ask Clarifying Questions to Fully Understand the Speaker's Thinking:**

Paraphrasing Stems:

- What I hear you saying is...
- So, if I understand you correctly...
- Then you're thinking that...

Clarifying Stems:

- Please tell me a little more about...
- Help me understand... (that idea..., what you mean when..., what you're saying here...)
- It'd help me understand if you'd give me an example of...
- Tell me what you mean when you...
- To what extent...?
- So, are you suggesting/saying...?
- I'm curious about...

## **Ask Questions to Promote Thinking**

- What might you see happening in your classroom if...?
- What do you think would happen if...?
- What seems to be effecting...?
- How might it look if... were changed in some way?
- How might it seem from... (any other point of view? –students?, parents?, other teachers?, etc.)

Adapted from Santa Cruz New Teacher Project/BTSA 1995, Turnbull & Turnbull 1986, Sussman, 1988

# Observation

The intent of observation is to gather information about your class/work to support success for teachers and students. At the pre-conference the partners OR school leader and certificated staff member use coaching/collegial conversational skills to assist in thoroughly thinking through the planning for the lesson. Before the discussion is completed they also decide on what specific teacher and/or student behaviors are to be observed and how the information will be recorded (where to stand, what students to focus on, what student/teacher behaviors to record by using a code or tally, writing what people say, i.e. questions and responses, etc.).

Partners/school leaders enter classrooms or work areas as research assistants for the person they are observing. They are gathering “data” that the person needs to learn in order to move forward in her/his Area of Investigation. What is observed for is personal to each Area of Investigation. The observation tools that you design together may be very specific or more broad in scope depending on the focus of the inquiry. Create the observation tools that will give you the information you need.

Please Note: *School leaders and all certificated staff are responsible for maintaining Professional Standards at all times. Consequently, as school leaders observe in classrooms or work settings they have the right and responsibility to identify any concerns related to the Professional Standards while they are observing for specific goals or for an Area of Investigation. In addition, school leaders always have the right and responsibility to observe classrooms or work settings at any time.*

Following are 3 examples of generic observation tools to gather specific information:

1. *Selected Verbatim Scripting* (In Selected Verbatim Scripting you don’t need to write everything down that is said. Selected Scripting is used to capture specific language and its effects on student behavior. The box below shows what questions the teacher used because s/he wanted to analyze how s/he was supporting higher order thinking through questioning. In a column next to the questions you might tally or script how many students have raised hands, where are they in the room, what level higher order thinking or problem solving, etc. did the students respond with and so on. Selected Verbatim Scripting focuses on topics and the relationships between what teachers say/do and what students say/do.)

TEACHER QUESTIONS	STUDENT BEHAVIORS
1. Think about the dogs that you have been around. How are those dogs different than Alaskan sled dogs?	
2. What do you think contributes to their differences?	
3. Thinking about all we are learning about Alaska, why...	

2. *Seating Chart* (The seating chart is useful in many different ways – identifying student participation in teacher lead discussions, at task behavior in independent groups, levels of student response by group/gender/etc., frequency and location of specific student behaviors you are trying to develop, such as problem solving, cooperation, listening, questioning, and so on. A seating chart can be useful in finding out movement and interaction patterns of students with other students and teachers with students. A legend clarifying what it is you are looking for (A = At task, TA = Talking on task, TO = Talking off task, etc.) is helpful when using a seating chart, along with student names and times. Tallies or other codes, such as arrows to show who is talking to who can also be used effectively with seating charts.)

3. *Tally for Teacher and Student Behaviors*

Simply making a list of teacher behaviors, keeping a tally of occurrence and recording what effect that behavior has on students can provide useful data for analysis.

Adapted from Santa Cruz New Teacher Project Collaborative, 6/97

**AREA OF INVESTIGATION – Partner Option**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**To clarify your Area of Investigation, briefly respond to the following questions.**

**A. Area of Investigation** (To be completed before your first meeting with your partner/school leader)

1. Name the specific topic you wish to focus on in your Area of Investigation.
  
  
  
  
  
  
  
  
  
  
2. Specifically, what aspect of that topic would you like to improve or enhance and why? What evidence led you to this decision?

**B. Desired Outcomes**

1. How will you improve in your teaching or work through this Area of Investigation, keeping in mind the Continuum?

2. How will you improve the abilities of your students through this Area of Investigation?

3. What type of observation format(s) or data gathering tool(s) are you planning to use in order to best support your Area of Investigation?

4. Timeline for Observations:

1<sup>st</sup> Obs. \_\_\_\_\_ 2<sup>nd</sup> Obs. \_\_\_\_\_ 3<sup>rd</sup> Obs. \_\_\_\_\_ 4<sup>th</sup> Obs. \_\_\_\_\_

Certificated Staff \_\_\_\_\_ School Leader \_\_\_\_\_ Date \_\_\_\_\_

Pajaro Valley Unified School District, 6/97

## PRE & POST CONFERENCE FORM

Name \_\_\_\_\_ Partner \_\_\_\_\_ Pre-Conference 1 2 3 4 Date: \_\_\_\_\_  
Post-Conference 1 2 3 4 Date: \_\_\_\_\_

### **Pre-Conference**

Identify the specific Student-Teacher behaviors that will demonstrate achievement in the Area of Investigation. State what will be observed specifically.

### **Post-Conference**

After sharing the observation data, compare what happened with what was desired. Reflect on what helped and what hindered and why.

### **Next Steps** **Improvements**

### **New Strategies**

### **Administrative Comments:**

Certificated Staff \_\_\_\_\_ School Leader \_\_\_\_\_ Date \_\_\_\_\_  
Pajaro Valley Unified School District, 6/97