Coaching and Observation Strategies and Tools

Topics:

- Phases of First-Year Teaching
- Fundamental Requirements for Successful Coaching
- Three Components of Conducting Classroom Observation
  - Pre-observation planning/conversation
  - Data Collection and Observation
  - Post-Observation and Feedback
- Data Collection Tools and Additional Resources
- Evidence vs. Opinion
- Mentoring Language
- Scenarios/Practice
Phases of First-Year Teaching

- Anticipation
- Survival
- Disillusionment
- Reflection
- Rejuvenation
- Anticipation
Phases of First-Year Teaching

By Ellen Moir

First-year teaching is a difficult challenge. Equally challenging is figuring out ways to support and assist beginning teachers as they enter the profession. Since 1988 the Santa Cruz New Teacher Project has been working to support the efforts of new teachers. After supporting nearly 1,500 new teachers, a number of developmental phases have been noted. While not every new teacher goes through this exact sequence, these phases are very useful in helping everyone involved—administrators, other support personnel, and teacher education faculty—in the process of supporting new teachers. These teachers move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection; then back to anticipation. Here’s a look at the stages through which new teachers move during that crucial first year. New teacher quotations are taken from journal entries and end-of-the-year program evaluations.

Anticipation Phase
The anticipation phase begins during the student teaching portion of prepare preparation. The closer student teachers get to completing their assignment, the more excited and anxious they become about their first teaching position. They tend to romanticize the role of the teacher and the position. New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. “I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge.” This feeling of excitement carries new teachers through the first few weeks of school.

Survival Phase
The first month of school is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. Beginning teachers are instantly bombarded with a variety of problems and situations they had not anticipated. Despite teacher preparation programs, new teachers are caught off guard by the realities of teaching. “I thought I’d be busy, something like student teaching, but this is crazy. I’m feeling like I’m constantly running. It’s hard to focus on other aspects of my life.”

During the survival phase, most new teachers struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences. It is not uncommon for new teachers to spend up to seventy hours a week on schoolwork.

Particularly overwhelming is the constant need to develop curriculum. Veteran teachers routinely reuse excellent lessons and units from the past. New teachers, still uncertain of what will really work, must develop their lessons for the first time. Even depending on unfamiliar prepared curriculum such as textbooks is enormously time consuming.

“I thought there would be more time to get everything done. It’s like working three jobs: 7:30–2:30, 2:30–6:00, with more time spent in the evening and on weekends.” Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase, harboring hope that soon the turmoil will subside.

Disillusionment Phase
After six to eight weeks of non-stop work and stress, new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want, and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence. Many new teachers get sick during this phase.

Compounding an already difficult situation is the fact that new teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, and their first formal evaluation by the site administrator. Each of these important milestones places an already vulnerable individual in a very stressful situation.
Back-to-school night means giving a speech to parents about plans for the year that are most likely still unclear in the new teacher’s mind. Some parents are uneasy when they realize the teacher is just beginning and many times pose questions or make demands that intimidate a new teacher.

Parent conferences require new teachers to be highly organized, articulate, tactful and prepared to confer with parents about each student’s progress. This type of communication with parents can be awkward and difficult for a beginning teacher. New teachers generally begin with the idea that parents are partners in the learning process and are not prepared for parents’ concerns or criticisms. These criticisms hit new teachers at a time of waning self-esteem.

This is also the first time that new teachers are formally evaluated by their principal. They are, for the most part, uncertain about the process itself and anxious about their own competence and ability to perform. Developing and presenting a “showpiece” lesson is time-consuming and stressful.

During the disillusionment phase classroom management is a major source of distress. “I thought I’d be focusing more on curriculum and less on classroom management and discipline. I’m stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open.”

At this point, the accumulated stress of the first-year teacher, coupled with months of excessive time allotted to teaching, often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have lower self-esteem and question their professional commitment. In fact, getting through this phase may be the toughest challenge they face as a new teacher.

Rejuvenation
The rejuvenation phase is characterized by a slow rise in the new teacher’s attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a more normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. It is a time for them to sort through materials that have accumulated and prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope.

They seem ready to put past problems behind them. A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate new teachers. Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year. Many feel a great sense of relief that they have made it through the first half of the year. During this phase, new teachers focus on curriculum development, long-term planning and teaching strategies.

“I’m really excited about my story writing center, although the organization of it has at times been haphazard. Story writing has definitely revived my journals.” The rejuvenation phase tends to last into spring with many ups and downs along the way. Toward the end of this phase, new teachers begin to raise concerns about whether they can get everything done prior to the end of school. They also wonder how their students will do on the tests, questioning once again their own effectiveness as teachers. “I’m fearful of these big tests. Can you be fired if your kids do poorly? I don’t know enough about them to know what I haven’t taught, and I’m sure it’s a lot.”

Reflection
The reflection phase beginning in May is a particularly invigorating time for first-year teachers. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies. The end is in sight, and they have almost made it, but more importantly, a vision emerges as to what their second year will look like, which brings them to a new phase of anticipation. “I think that for next year I’d like to start the letter puppets earlier in the year to introduce the kids to more letters.”

It is critical that we assist new teachers and ease the transition from student teacher to full-time professional. Recognizing the phases new teachers go through gives us a framework within which we can begin to design support programs to make the first year of teaching a more positive experience for our new colleagues.
Fundamental Requirements for Successful Coaching

- a trusting, honest, respectful relationship between coach and new teacher

- time for preparation and reflection

- clearly defined roles, responsibilities, and expectations

- effective listening skills [non-judgmental acceptance, paraphrasing, summarizing, clarifying]

- strategic questions that promote thinking

- data collection [teacher/student behavior] and thoughtful feedback
Pre-Observation Planning
Conversation Protocol *

Clarify goals for student learning and context for the lesson. Invite the teacher to talk about this lesson and how it fits into the curriculum. Explore the context and what has led up to it.
- How is this lesson building on students’ backgrounds, knowledge, and experience?
- How has assessment guided the design of this lesson?
- What are your goals for student learning?
- How are these learning goals related to the content standards, state frameworks, or other resources?

Determine evidence of success and student achievement. Inquire about the teacher's expectations for students.
- How might you assess what students know and are able to do?
- What assessment tool would give you the data you need?
- In what ways are students assessing their own learning?
- What informal assessments of student learning might help adjust instruction while teaching?

Explore planning, including teaching strategies and decisions made. Ask your teacher to talk about the specifics of the lesson—the organization and sequence of instructional activities and their relationship to the learning goals. Discuss how scaffolding or differentiation might address the diverse learning needs of the students. Inquire about other areas related to lesson planning such as the promotion of critical thinking, use of technology, classroom management, adjustments for specific students, and the content itself.

Identify focus for data collection. Ask the beginning teacher what s/he wants to pay attention to during the lesson.
- What are you curious about?
- What data might I collect for later reflection?
- How might this inquiry support your professional growth?

*Adapted from the work of A. Costa and R. Garmston.
Post-Observation Reflecting
Conversation Protocol *

Summarize impressions of the lesson.
Invite the beginning teacher to talk in general terms about the lesson.
• How do you think the lesson went?
• How do you feel about the lesson?
• What caused you to think/feel that way?

Recall data to support those impressions and assessments.
Invite the teacher to recall specific evidence or observations.
• How successful were your students?
• In what ways did they meet or not meet your expectations and learning goals? How do you know?
• What informal assessments of student learning did you make while instructing?
• In what ways did you adjust your lesson? How did that work?
• Let's take a quick look at your students' work. What does it tell us about their understanding of the concepts?

Analyze the observation data.
Ask you teacher if s/he would like to look at the data. Talk about the data in relation to the area(s) of focus.
• What do you notice?
• What seems surprising or unexpected?
• What are some patterns or trends?

Synthesize learnings, draw conclusions, set next steps.
Invite your teacher to use the data and its analysis to guide their next steps.
• What conclusions can you draw?
• How might you follow up this lesson?
• How might you support your students in moving forward in their learning?
• What factors might you consider as you plan future lessons?

Reflect on the coaching process and propose refinements.
• What feedback do you have about our work together?
• In what ways does this process support your professional growth?
• What thoughts do you have about the next time?

*Adapted from the work of A. Costa and R. Garmston.
Seven Issues

1. Instruction comprised largely of lots of unrelated activities

2. Lots of students off-task and the teacher is not taking the problem seriously

3. Excessive student talk while the teacher is instructing

4. Low student participation in discussion and other activities

5. Teacher focuses only on a few students, unaware of the entire class

6. Teacher uses put downs and sarcasm

7. Students regularly do not follow teacher's directions for activities
Seven Issues Worksheet

1. Issue:

2. Possible Causes:
   - 
   - 
   - 

3. Questions/Prompts:
   (How can I get this on the new teacher’s “agenda”?)

4. Data to Collect:

5. Observation Tool:
Content, Strategies, and Alignment

Name: Margie
Mentor: Maria

Grade Level/Subject Area: Third
Date: 2/11

Lesson Topic: Verb Endings
Content Standard: 1.8 Correct use of past & present tense

Teaching Standard(s): Engaging All Students

Observation Focus: English Language Learner Scaffolds

Content: WHAT are the students learning?

- Students are learning to use context clues “magic words” to determine whether to utilize a verb in past or present tense.

- Students are learning how to use verbs in past and present tense (regular and irregular) to pose questions, respond to questions, and convert responses from first to third person.

Strategies: HOW are they learning? What are the students and the teacher doing?

- Students are practicing questions and responses orally, supported by teacher modelling. Students are then interviewing five classmates and writing down their responses. Initially, the teacher is modelling the interview protocol, and asking students to justify present/past tense responses. During the survey assignment, the teacher is circulating around the classroom.

- Visually posted—lists of ed/d/t words

- Question prompts were brainstormed and recorded, so students could use during the lesson

Alignment Discussion: HOW is the lesson aligned with student content standards and levels of student development?

- Based on daily observations of student dialogue, the majority of students are able to select between present and past tense when engaged in oral conversation. Analyses of student work show that 12 of 20 students are approaching spelling standard 1.8.

- English learner students are getting additional support in using correct English spelling

- Focus on writing conventions (1.8)

- Supports listening & speaking strategies 1.1 (obtain information)
Content, Strategies, and Alignment

Name: ___________________________ Mentor: ___________________________

Grade Level/Subject Area: ___________________________ Date: ______________

Lesson Topic: ___________________________ Content Standard: ___________________________

Teaching Standard(s): ___________________________

Observation Focus: ___________________________

- **Content**: WHAT are the students learning?

- **Strategies**: HOW are they learning? What are the students and the teacher doing?

**Alignment Discussion**: HOW is the lesson aligned with student content standards and levels of student development?
<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:58</td>
<td>Let's make a list of our /ed/ &amp; /d/ words</td>
<td>Students share words—students selected at random—teacher pulled names from jar</td>
</tr>
<tr>
<td></td>
<td>Teacher records words under 2 columns—/ed/d</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/ed/ walked created</td>
<td></td>
</tr>
<tr>
<td></td>
<td>jumped shared</td>
<td></td>
</tr>
<tr>
<td></td>
<td>needed used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>picked taped</td>
<td></td>
</tr>
<tr>
<td>1:07</td>
<td>OK. Let's look at the words in these 2 columns. What do all the words in the /d/ column have in common? Teacher underlines root words. 5 seconds wait time before anyone raises hand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teresa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes—they do. Thank you. Now, what do all the words in the /ed/ column have in common?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kevin?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes. Does anyone remember what letters that aren't vowels are called?</td>
<td></td>
</tr>
<tr>
<td>1:13</td>
<td>/e/ is an example of a vowel. /k/ is an example of a consonant. All the words in the /ed/ column end in consonants. So, past tense words end in /ed/ when the word ends w/a consonant and /d/ when it ends in /e/. Any questions?</td>
<td></td>
</tr>
<tr>
<td>Code:</td>
<td>▲ hand raised</td>
<td></td>
</tr>
</tbody>
</table>
Selective Scripting

Name: Margie

Grade Level/Subject Area: Third

Date: 11/12

Lesson Topic: Writing, correct use of past + present tenses

Teaching Standard: Engaging Students, Subject Matter

Observation Focus: Participation, Engagement

Content Standard: 1.0, 1.8, Writing

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:50</td>
<td>If you're ready, thumbs up.</td>
<td>7 students put thumbs up</td>
</tr>
<tr>
<td></td>
<td>___ is ready ___ is ready</td>
<td>6 more put thumbs up</td>
</tr>
<tr>
<td></td>
<td>We're going to look at words ending in /ed/ and /d/ today.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When do words have /ed/ or /d/ as their ending?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, /d/ &amp; /ed/ tell us the action happened in the past.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher passes out text to each student. Students get different reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>levels of text &quot;Please read your paragraph and highlight all the /d &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/ed/ words&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitored, walked around, checked in with 6 students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, just circle the /ed/ and /d/ endings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continued check-in, support as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helped Chelsea find a few that she missed. “Read this sentence to me...”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vicente—Since you are done, will you start collecting highlighters</td>
<td></td>
</tr>
<tr>
<td>12:55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Code: ▲ hand raised

▲▲▲ They already happened. (Cody)
It was in the past. (Melissa)

All students participating and highlighting (very quiet) working indep. and silently

Teacher like this?

Chelsea reads the sentence, finds another /ed/ word

Vicente picks up highlighters
Collaborative Assessment Log

Name: _________________________ Mentor: _________________________

Grade Level/Subject Area: _________________________ Date: _________________________

Check all that apply:
○ Analyzing Student Work
○ Developing/Reviewing Professional Goals
○ Modelen Lesson
○ Planning Lesson
○ Pre-Observation Conference
○ Using Technology
○ Communicating with Parents
○ Discussing Case Study Student
○ Observing Instruction
○ Problem Solving
○ Post-Observation Conference
○ Other
○ Discussing Content Standards
○ IEP Development/Meeting
○ Observing Veteran Teacher
○ Providing Resources
○ Reflecting

What's Working:

Current Focus—Challenges—Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

Next Meeting Date:

Focus:

EN=Engaging and Supporting All Students in Learning
• Connecting students' prior knowledge, life experience, and interests with learning goals
• Using a variety of instructional strategies and resources to respond to students' diverse needs
• Facilitating learning experiences that promote autonomy, interaction, and choice
• Engaging students in problem-solving, critical thinking, and other activities that make subject matter meaningful
• Promoting self-directed, reflective learning for all students

EE=Creating & Maintaining an Effective Environment
• Creating a physical environment that engages all students
• Establishing a climate that promotes fairness and respect
• Promoting social development and group responsibility
• Establishing and maintaining standards for student behavior
• Planning and implementing classroom procedures and routines that support student learning
• Using instructional time effectively

SM=Understanding and Organizing Subject Matter
• Demonstrating knowledge of subject matter content and student development
• Organizing curriculum to support student understanding of subject matter
• Interrelating ideas and information within and across subject matter areas
• Developing student understanding through instructional strategies that are appropriate to the subject matter
• Using materials, resources and technologies to make subject matter accessible to students

PL=Planning Instruction and Designing Learning Experiences
• Drawing on and valuing students' backgrounds, interests, and developmental learning needs
• Establishing and articulating goals for student learning
• Developing and sequencing instructional activities and materials for student learning
• Designing short-term and long-term plans to foster student learning
• Modifying instructional plans to adjust for student needs

AS=Assessing Student Learning
• Establishing and communicating learning goals for all students
• Collecting and using multiple sources of information to assess student learning
• Involving and guiding all students in assessing their own learning
• Using the results of assessment to guide instruction
• Communicating with students, families, and other audiences about student progress

DP=Developing as a Professional Educator
• Reflecting on teaching practices and planning professional development
• Establishing professional goals and pursuing opportunities to grow professionally
• Working with communities to improve professional practice
• Working with colleagues to improve professional practice
• Balancing professional responsibilities and maintaining motivation

WHITE/BEGINNING TEACHER • YELLOW/MENTOR

© 2004 New Teacher Center at the University of California, Santa Cruz 1501-P
Collaborative Assessment Log

Name: Margie
Mentor: Maria
Grade Level/Subject Area: Third
Date: 2/11

Check all that apply:
- Analyzing Student Work
- Communicating with Parents
- Discussing Content Standards
- Developing/Reviewing Professional Goals
- Discussing Case Study Student
- IEP Development/Meeting
- Modeling Lesson
- Observing Instruction
- Observing Veteran Teacher
- Planning Lesson
- Problem Solving
- Providing Resources
- Pre-Observation Conference
- Post-Observation Conference
- Reflecting
- Using Technology
- Other

What's Working:
- Modeling before students interviewed each other
- b-storm a variety of questions
- high engagement
- students challenged by activity
- aligned with content standards

Current Focus—Challenges—Concerns:
- Recording was not completed by all
- Some students really confused by irregular past tense words

Teacher's Next Steps:
- Focus teaching on ed/d/t—identify patterns & irregularities
- More scaffolding for writing
- Incorporate into Daily Oral Language

Mentor's Next Steps:
- Bring lists of words with ed/d/t endings as well as irregular past tense words (eg: wrote)

Next Meeting Date: 3/4

Focus: Plan differentiated mini-lesson

EN=Engaging and Supporting All Students in Learning
- Connecting students’ prior knowledge, life experience, and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students’ diverse needs
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

EE=Creating & Maintaining an Effective Environment
- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

SM=Understanding and Organizing Subject Matter
- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Interrelating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

FL=Planning Instruction and Designing Learning Experiences
- Drawing on and valuing students’ backgrounds, interests, and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing short-term and long-term plans to foster student learning
- Modifying instructional plans to adjust for student needs

AS=Assessing Student Learning
- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessment to guide instruction
- Communicating with students, families, and other audiences about student progress

DP=Developing as a Professional Educator
- Reflecting on teaching practices and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with communities to improve professional practice
- Working with colleagues to improve professional practice
- Balancing professional responsibilities and maintaining motivation
# Selective Scripting

Name: ____________________________ Mentor: ______________________

Grade Level/Subject Area: ____________________________ Date: __________________

Lesson Topic: ____________________________ Teaching Standard: __________________

Observation Focus: ____________________________ Content Standard: __________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Code: ____________________________

© 2004 New Teacher Center at the University of California, Santa Cruz 1512-P
Strategic Coaching Scenarios

1. Monte Margalous has asked you to collect data on how many students are on task during his lesson. While observing, you collected the following data using the Selective Scripting Observation Tool:
   Mr. Margalous: Hey Noah, I guess you don’t know that those things attached to the side of your head are called ears, and they are made for listening. If you would use them once in awhile, you might just know what you are supposed to be doing.”
   Several students laugh.
   Noah: Maybe if you were saying anything important, I would listen.
   Mr. Margalous: That’s it. Go to the office.
   Noah: Yeah, whatever.

2. Silvia Wilcox has asked you to collect data on her questioning. She is trying to ask questions that require higher level thinking from her students. While observing, you collected the following direct quotes on the Selective Scripting Observation Tool:
   Student: Ms Wilcox, why are we doing this?
   Ms Wilcox: Because it is a really fun activity that I know you will all like. Just try it.
   Student: Yes, but what does this have to do with science?

3. Brian Joelle has asked you to collect data on how clearly he gives directions. As you collect data on the Selective Scripting Tool, you notice a pattern of four boys in the back row talking to one another about the World Series while he is giving directions. When he finishes, he notices that they continue to talk. Mr. Joelle goes back and asks them if they know what to do. One says, “Yes, we know, don’t we?” The other three smile and nod. As he walks back to the front of the class, the boys resume their conversation.
4. **Serena Dora** has asked you to collect data on whether students are following the procedure of raising hands during a class discussion. As you collect data using the *Verbal Flow Observation Tool*, you notice that two girls in the front row are participating in a whole class discussion and both are raising their hands. The other 18 students are talking to each other or doing other work. Ms. Dora says nothing to the other students.

5. **Everett Scoma** has asked you to collect data on whether one group is doing the assignment correctly. While collecting data using the *Selective Scripting Observation Tool*, you notice that Mr. Scoma spends 25 minutes giving the instructions and modeling. By 10 minutes into the instructions, the group you are observing is playing a game of Hangman.

6. **Theo Delouise** has asked you to collect data on how equitably he interacts with each of the student groups during a cooperative learning activity. As you are collecting data using the *Movement Pattern Observation Tool*, you notice that four girls have left the room for 10 minutes and then returned. He does not speak to them regarding this.

7. **Melissa Lovely** has asked you to collect data on how engaged her students are in an independent vocabulary assignment. As you are collecting data using the *Selective Scripting Tool*, you notice that, while her second language students are trying to look the words up in the dictionary, none of them has done the assignment. At the end of the class, none of these students has completed the assignment. They leave without putting their papers in the box designated for turning in work.
Giving Feedback

Effective feedback builds trust by always being supportive and sincere. Invite the beginning teacher to validate the feedback whenever possible.

• Be truthful.
• Be specific rather than general.
• Describe rather than evaluate.
• Note impact of behavior upon others [e.g., students].
• Focus on changeable behavior.
• Attend to the teacher's needs/area of focus.
• Be balanced.
• Use the teachable moment
• Be well-timed.
<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• observable and specific</td>
<td>• draws conclusions or includes</td>
</tr>
<tr>
<td>• objective</td>
<td>inferences</td>
</tr>
<tr>
<td>• free of value judgment</td>
<td>• subjective</td>
</tr>
<tr>
<td>• unambiguous</td>
<td>• may include value judgment</td>
</tr>
<tr>
<td></td>
<td>• may be subject to debate</td>
</tr>
</tbody>
</table>
Analyzing Sentences
BECOMING MORE PRECISE IN OUR USE OF LANGUAGE

With a partner:

✓ review the sentences below
✓ circle the words or phrases that imply opinion
   and/or are left open to interpretation

1. I observed that you had a hard time getting Marty to settle down today.

2. Most students were on task today.

3. When you went over directions for the Socratic Seminar, three students raised their hands and asked additional questions about how they were going to be graded while three students in the back of the room were writing notes to each other.

4. When three students came in tardy five minutes into your lesson, I noticed that some students got off track, began to fool around, and stopped paying attention.

5. While you led a direct instruction segment of the lesson, I noticed that you used proximity to keep the three boys seated in the front row from talking with one another.
Non-Judgmental Responses

Non-judgmental responses help to...

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop beginning teacher autonomy
- Foster risk-taking

Possible examples:

- Identify what worked and why
  
  *I noticed how when you __ the students really __*

- Encourage
  
  *It sounds like you have a number of ideas to try out! It’ll be exciting/interesting/great to see which works best for you!*

- Ask the teacher to self-assess
  
  *How do you think the lesson went and why?*

- Ask the teacher to identify her or his role
  
  *What did you do to make the lesson so successful?*

- Listen
- Ask sincere questions
- Show enthusiasm for and interest in the teacher's work and thinking
  
  *I'm interested in learning/hearing more about...*

  *I'm really looking forward to...*
Suggestion Stems

One thing I’ve learned/noticed is...
A couple of things to keep in mind...
From our experience, one thing we’ve noticed...
Several/some teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you...
What I know about ___ is...
Something/some things to keep in mind when dealing with...
Something you might consider trying is...
There are a number of approaches...
Sometimes it’s helpful if...

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

How might that look in your classroom?
To what extent might that work in your situation/with your students?
What do you imagine might happen if you were to try something like that with your class?
Which of these ideas might work best in your classroom (with your students)?
Clarifying

Clarifying communicates that the listener has...

HEARD what the speaker said,
BUT does
NOT fully UNDERSTAND what was said.

Clarifying involves ASKING A QUESTION [direct or implied] to

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker’s reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

Would you tell me a little more about...?
Let me see if I understand...
I’d be interested in hearing more about...
It’d 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 (different from)...
To what extent...?
I’m curious to know more about...
I’m intrigued by... / I’m interested in... / I wonder...

NOTE: “Why” tends to elicit a defensive response.
Paraphrasing communicates that the listener has...

HEARD what the speaker said,
UNDERSTOOD what was said, and
CARES

Paraphrasing involves either:

RESTATING in your own words, or
SUMMARIZING

Some possible paraphrasing stems include the following:

So, ...
In other words, ...
What I'm hearing then, ...
What I hear you saying, ...
From what I hear you say, ...
I'm hearing many things, ...
As I listen to you I'm hearing, ...
**Paraphrasing**

Paraphrasing communicates that the listener has...

**HEARD** what the speaker said,
**UNDERSTOOD** what was said, and
**CARES**

Paraphrasing involves either:

**RESTATING** in your own words, or
**SUMMARIZING**

Some possible paraphrasing stems include the following:

- **So,**
- **In other words,**
- **What I'm hearing then,**
- **What I hear you saying,**
- **From what I hear you say,**
- **I'm hearing many things,**
- **As I listen to you I'm hearing,**

---

**Clarifying**

Clarifying communicates that the listener has...

**HEARD** what the speaker said,
**BUT** does
**NOT fully UNDERSTAND** what was said.

Clarifying involves **ASKING A QUESTION** (direct or implied) to

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

- **Would you tell me a little more about...?**
- Let me see if I understand...
- I'd be interested in hearing more about...
- It'd 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 (different from)...
- To what extent...?
- I'm curious to know more about...
- I'm intrigued by... I'm interested in... I wonder...

**NOTE:** "Why" tends to elicit a defensive response.

---

**Mediational Questions**

Mediational questions help the colleague

**HYPOTHESIZE** what might happen,
**ANALYZE** what worked or didn't
**IMAGINE** possibilities
**COMPARE & CONTRAST** what was planned with what ensued

Some mediational question stems include...

- **What's another way you might...?**
- **What would it look like if...?**
- **What do you think would happen if...?**
- **How was...different from (like)...?**
- **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)?**
- **What might you see happening in your classroom if...?**

---

**Non-Judgmental Responses**

Non-judgmental responses help to...

- **Build trust**
- **Promote an internal locus of control**
- **Encourage self-assessment**
- **Develop beginning teacher autonomy**
- **Foster risk-taking**

Possible examples:

- **Identify what worked and why**
  
  I noticed how when you... the students really...

- **Encourage**
  
  It sounds like you have a number of ideas to try out! It'll be exciting, interesting great to see which works best for you!

- **Ask the teacher to self-assess**
  
  How do you think the lesson went and why?

- **Ask the teacher to identify her or his role**
  
  What did you do to make the lesson so successful?

- **Listen**

- **Ask sincere questions**

- **Show enthusiasm for and interest in the teacher's work and thinking**
  
  I'm interested in learning hearing more about... I'm really looking forward to...
Suggestions

“OPEN” suggestions...

- Are expressed with invitational, positive language and voice tone
- Offer choices to encourage ownership
- Are often expressed as a question [or include a “tag question”] to invite further thinking
- Are achievable—enough to encourage, but not to overwhelm
- May provide information about the mentor’s thinking and decision-making

Suggestion Stems

One thing I’ve learned/noticed is...
A couple of things to keep in mind...
From our experience, one thing we’ve noticed...
Several/some teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you...
What I know about ___ is...
Something/some things to keep in mind when dealing with...
Something you might consider trying is...
There are a number of approaches...
Sometimes it’s helpful if...

Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.

How might that look in your classroom?
To what extent might that work in your situation/with your students?
What do you imagine might happen if you were to try something like that with your class?
Which of these ideas might work best in your classroom (with your students)?

Teachable Moments

- Teachable moments are spontaneous opportunities that offer the mentor a chance to:
  - fill in instructional gaps
  - help the teacher make good choices
  - help the teacher to take “the next step”

- When taking advantage of a teachable moment, it’s important to:
  - share in the spirit of support
  - be brief—focus on the essential
  - be strategic
  - avoid using jargon or sounding pedantic

- Some possible stems include the following:
  - One thing to keep in mind is...
  - If you’re interested in ____, it’s important to...
  - What I know about ___ is...
  - It’s sometimes/usually helpful to ___ when...

Attitudes for Effective Listening

- You must truly want to hear what the other person has to say.
- You must view the other person as separate from yourself with alternative ways of seeing the world.
- You must genuinely be able to accept the other person’s feelings, no matter how different they are from your own.
- You must trust the other person’s capacity to handle, work through, and find solutions to his/her own problems.