

## Chapter 7: Professional learning for coaches

	<b>TOOL</b>	<b>PURPOSE</b>
<b>7.1</b>	<b>Instructional coaches' program training</b>	Review topics and content outcomes for basic coach professional learning.
<b>7.2</b>	<b>Instructional coaches' ongoing Friday training: Facilitator's agenda</b>	Use this sample facilitator's agenda for a half-day professional learning session as a model for engaging coaches in learning.
<b>7.3</b>	<b>Instructional coaches' ongoing Friday training: Participants' agenda</b>	Use this sample participants' agenda for a half-day professional learning session as a model for engaging coaches in learning.
<b>7.4</b>	<b>Student achievement coach Friday training schedules</b>	Consider this sample year-long professional development schedule for coaches in building your own.
<b>7.5</b>	<b>Coaches' professional development evaluation</b>	Create your own evaluation using sample questions for evaluating a professional learning session.
<b>7.6</b>	<b>Instructional coach feedback template: Conversation with the principal</b>	Have a coach-and-principal conversation to elicit feedback around these sample questions.
<b>7.7</b>	<b>Instructional coach feedback template: Conversation with teacher team members</b>	Use these sample questions to elicit feedback in conversation with teachers.
<b>7.8</b>	<b>Sample agenda for school-based coaches preparation training</b>	Determine your own topics after reviewing this outline of eight days of professional learning for coaches.

**TOOL INDEX** cont'd

	<b>TOOL</b>	<b>PURPOSE</b>
<b>7.9</b>	<b>Learning Forward Coaches Academy agenda</b>	Base your professional development on a typical one-day agenda from the Learning Forward Coaches Academy.
<b>7.10</b>	<b>Coaching lab prebrief</b>	Describes the process leading up to a coaching lab observation
<b>7.11</b>	<b>Learning lab debrief</b>	Review a process for debriefing the coaching lab observation.

**TOOL 7.1****Instructional coaches program training**

DAY	DATES	TOPICAL OUTLINE	OUTCOMES/PURPOSES
1		<p><b>Welcome/overview/norms</b></p> <p><b>Characteristics of effective coaches</b></p> <p><b>Roles of coaches</b></p> <p><b>Managing change and resistance</b></p> <p><b>Instructional coaches' work</b></p>	<ul style="list-style-type: none"> <li>• Understanding of the knowledge, skills, beliefs, and attitudes needed for effective coaching</li> <li>• Knowledge of the roles and responsibilities, purpose, challenges, and skills needed to implement each of the 10 coaching roles defined in <i>Taking the Lead: New Roles for Teachers and School-Based Coaches</i>, by Joellen Killion and Cindy Harrison</li> <li>• Understanding of the purpose, challenges, and skills needed to implement each of those 10 roles</li> <li>• Knowledge and understanding of three different models of change and possible applications for coaches</li> <li>• Understanding of reasons for teacher resistance and knowledge of possible interventions to address resistant behavior</li> <li>• Understanding of the different types of coaching work and how each affects student achievement</li> </ul>
2		<p><b>Partnership agreements</b></p> <p><b>Coaching stances</b></p> <p><b>Demonstration/co-teaching role (classroom supporter)</b></p>	<ul style="list-style-type: none"> <li>• Understanding of the importance of forming partnership agreements with teachers and principals to clarify all parties' understanding of the roles and relationships in working together</li> <li>• Skills to form partnership agreements with principals and teachers</li> <li>• Understanding of the continuum of types of interactions coaches have with teachers, as well as how and when to assume different stances on the continuum</li> <li>• Understanding of the role of the coach in demonstrating research-based instructional practices, co-planning and co-teaching with teachers, and the concept of gradual release</li> </ul>

**TOOL 7.1** cont'd

DAY	DATES	TOPICAL OUTLINE	OUTCOMES/PURPOSES
3		<p><b>Communication / conversation skills</b></p> <p><b>Reflective coaching cycle</b></p> <p><b>Planning conversation</b></p>	<ul style="list-style-type: none"> <li>• Understanding of the importance of communication in establishing trust and working effectively with clients</li> <li>• Skills in various aspects of communication (listening, paraphrasing, questioning, presuming positive intentions)</li> <li>• Understanding of the cycle of planning, observing for data collection, and reflecting with a client about a teaching event</li> <li>• Skill in using the planning protocol through observation and role play</li> </ul>
4		<p><b>Facilitation skills</b></p> <p><b>Phases of community</b></p> <p><b>Norms/agreements</b></p> <p><b>Decision making</b></p> <p><b>Presentation skills</b></p>	<ul style="list-style-type: none"> <li>• Understanding of the role of the facilitator and analyzing behaviors employed in effective facilitation</li> <li>• Understanding of the developmental stages through which groups progress over time and the implications for facilitators</li> <li>• Understanding of the role of norms and agreements when working with groups</li> <li>• Understanding of a variety of decision-making models and strategies to use with groups</li> <li>• Understanding of and development of skills needed to design effective presentations</li> </ul>

**TOOL 7.1** cont'd

DAY	DATES	TOPICAL OUTLINE	OUTCOMES/PURPOSES
5		<p><b>Learning Forward Standards for Professional Learning</b></p> <p><b>Effective professional development</b></p> <p><b>Models of professional development</b></p> <p><b>Backmapping model</b></p> <p><b>Data coaching</b></p> <p><b>Classroom observation data gathering</b></p>	<ul style="list-style-type: none"> <li>• Familiarity with Learning Forward's Standards for Professional Learning</li> <li>• Understanding of what constitutes effective professional development and how it relates to adult learning needs</li> <li>• Familiarity with a variety of models of professional development based on the book <i>Powerful Designs for Professional Learning</i>, by Lois Easton (Ed.)</li> <li>• Understanding of the process of backmapping for results when planning professional development</li> <li>• Understanding of the coach's roles and responsibilities in facilitating discussions about using data to make decisions about classroom instructional practices</li> <li>• Knowledge of various kinds of data to collect during a classroom observation and methods for collection</li> </ul>
6		<p><b>Elements of reflection</b></p> <p><b>Levels of reflection</b></p> <p><b>Classroom observation data gathering</b></p> <p><b>Reflection conversation</b></p> <p><b>Questioning skills</b></p>	<ul style="list-style-type: none"> <li>• Understanding of the elements of reflection and their impact on the learner</li> <li>• Examination of various kinds of data to collect during a classroom observation and methods for collection</li> <li>• Understanding of various levels of reflection and how to analyze a client's level in order to facilitate continued growth</li> <li>• Skill in using the reflection protocol through observation and role play</li> <li>• Understanding of the aspects of asking effective questions and how questions impact learning</li> </ul>

**Source:** Learning Forward's Coaches Academy.

**TOOL 7.2****Instructional coaches' ongoing Friday training****Facilitator's agenda  
October — Week 1 • 9 a.m. – 11:30 a.m.****Meeting purposes/outcomes**

1. To increase understanding of how to use work stations to differentiate instruction for students
2. To celebrate successes coaches have experienced in their work
3. To identify and address challenges that coaches face in their work
4. To model effective professional development strategies for coaches
5. To provide an opportunity for instructional coaches to strengthen connections as a community

<b>PARTICIPANTS:</b>			
<b>FACILITATORS/PRESENTERS:</b>			
<b>TOPIC</b>	<b>GUIDING QUESTIONS</b>	<b>ACTIONS/STRATEGIES</b>	<b>EST. TIME</b>
<b>Welcome/ agenda overview</b>	<ul style="list-style-type: none"> <li>• What will be the focus of our work together today?</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome the group.</li> <li>• Review the purposes and outcomes of the meeting.</li> <li>• Review the agenda.</li> <li>• Review the meeting norms by asking the people seated at one table to read them individually one by one or as a chorus.</li> </ul>	5 minutes

**TOOL 7.2** cont'd

TOPIC	GUIDING QUESTIONS	ACTIONS/STRATEGIES	EST. TIME
<b>Grounding activity</b>	<ul style="list-style-type: none"> <li>• What successes can we celebrate from our work with teachers in our schools during the past week?</li> </ul>	<ul style="list-style-type: none"> <li>• In table groups, each person shares in a round-robin one success.</li> <li>• Each table group agrees on one success from among those shared to report to the large group.</li> <li>• Acknowledge the hard work that coaches are doing and any feedback that principals or others have reported.</li> </ul>	15 minutes
<b>Follow-up to last meeting</b>	<ul style="list-style-type: none"> <li>• What was the instructional coach assignment from our last meeting?</li> <li>• What did we learn from completing this assignment?</li> <li>• What are the implications for our ongoing work?</li> </ul>	<ul style="list-style-type: none"> <li>• Coaches meet in small groups to answer questions.</li> </ul>	15 to 20 minutes
<b>Work stations</b>	<ul style="list-style-type: none"> <li>• What is the purpose of setting up work stations in the classroom?</li> <li>• How do work stations help address concerns about differentiated instruction?</li> <li>• What factors should teachers consider when setting up work stations?</li> <li>• What are the kinds of things that students can do at work stations?</li> <li>• What are the logistical issues related to work stations and how can teachers manage them effectively?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide handouts as appropriate.</li> <li>• Present information about work stations, including their purpose and how they can be used to differentiate instruction to meet the needs of diverse learners.</li> <li>• Present models.</li> <li>• Provide time for coaches to process their learning in small groups with some kind of structured activity.</li> </ul>	60 to 75 minutes

**TOOL 7.2** cont'd

TOPIC	GUIDING QUESTIONS	ACTIONS/STRATEGIES	EST. TIME
<b>Problem solving and coaching issues</b>	<ul style="list-style-type: none"> <li>• What are some of the challenges we are facing in our schools?</li> <li>• How are our individual challenges similar to those of other instructional coaches?</li> <li>• How can we support each other in addressing these challenges?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify challenges and provide ideas/advice for addressing them.</li> </ul>	15 to 20 minutes
<b>Closure</b>	<ul style="list-style-type: none"> <li>• What are the next steps?</li> <li>• What has been the value of today?</li> <li>• What professional development strategies did we experience today that we could practice before the next meeting?</li> </ul>	<ul style="list-style-type: none"> <li>• Confirm date and topic of next meeting.</li> <li>• Review follow-up assignment for coaches.</li> <li>• Ask instructional coaches to complete an exit slip before leaving.</li> </ul>	5 to 10 minutes



**TOOL 7.3****Instructional coaches' ongoing Friday training****Participants' agenda****October — Week 1 • 9 a.m. – 11:30 a.m.****Meeting purposes/outcomes**

- To increase understanding of how to use work stations for differentiating instruction for students
- To celebrate successes coaches have experienced in their work
- To identify and address challenges that coaches face in their work
- To model effective professional development strategies for coaches
- To provide an opportunity for instructional coaches to strengthen connections as a community

<b>PARTICIPANTS:</b>		
<b>FACILITATORS/PRESENTERS:</b>		
<b>TOPIC</b>	<b>GUIDING QUESTIONS</b>	<b>NOTES</b>
<b>Welcome/ agenda overview</b>	<ul style="list-style-type: none"> <li>• What will be the focus of our work together today?</li> </ul>	
<b>Grounding activity</b>	<ul style="list-style-type: none"> <li>• What successes can we celebrate from our work with teachers in our schools during the past week?</li> </ul>	

**TOOL 7.3** cont'd

TOPIC	GUIDING QUESTIONS	NOTES
<b>Follow-up to last meeting</b>	<ul style="list-style-type: none"> <li>• What was the instructional coach assignment from our last meeting?</li> <li>• What did we learn from completing this assignment?</li> <li>• What are the implications for our ongoing work?</li> </ul>	
<b>Work stations</b>	<ul style="list-style-type: none"> <li>• What is the purpose of setting up work stations in the classroom?</li> <li>• How do work stations help address concerns about differentiated instruction?</li> <li>• What factors should teachers consider when setting up work stations?</li> <li>• What are the kinds of things that students can do at work stations?</li> <li>• What are the logistical issues related to work stations and how can teachers manage them effectively?</li> </ul>	
<b>Problem solving and coaching issues</b>	<ul style="list-style-type: none"> <li>• What are some of the challenges we are facing in our schools?</li> <li>• How are our individual challenges similar to those of other instructional coaches?</li> <li>• How can we support each other in addressing these challenges?</li> </ul>	
<b>Closure</b>	<ul style="list-style-type: none"> <li>• What are the next steps?</li> <li>• What has been the value of today?</li> <li>• What professional development strategies did we experience today that we could practice before the next meeting?</li> </ul>	

**TOOL 7.4****Student achievement coach Friday training schedules**

Nov. 5	Problem solving and coaching issues	
	Facilitation by staff development department members	
Nov. 12	Lunch with principals	1 hour
	Math facts for elementary or computation for secondary	2 hours
	Differentiated break-out groups facilitated by lead math coaches	45 minutes
Nov. 19	Problem solving and coaching issues	1 hour
	Innovation Configuration maps about coaches' roles from <i>Taking the Lead: New Roles for Teachers and School-Based Coaches</i>	75 minutes
	Induction	15 minutes*
	Accommodations for diverse learners/English language learners	30 minutes
Dec. 3	Math: topic TBD	
Dec. 10	Secondary: English language learners/differentiation	1 hour
	Elementary: Literacy coach/student achievement coach for elementary	1 hour
	Colorado Student Achievement Program Constructed Response 1, or Colorado Student Achievement Program Constructed Response 2: Math coaches	2 hours
Dec. 17	Celebration	
Jan. 7	Midyear reviews	1 hour
	Group coaches by elementary or secondary levels. In each group:	
	• Share what everyone is doing	1 hour
	• Protocols for problem solving (e.g. time management issues)	2 hours

**TOOL 7.4** cont'd

Jan. 14	Math differentiation for extremely high- and extremely low-achieving students (two grade levels up or down); English language learner differentiation; school decision/district decision	
Jan. 21	Secondary: Second Chance strategies	
	Elementary: Create unit assessment planner for math instruction adapted for English language learners	
Jan. 28	Cognitive Coaching	2 hours
	Math assessment follow-up • What should we use for student assessment, checklists, grades, etc.?	1 hour
Feb. 11	Problem-solving session focused on Scholars Mart, data management system	
Feb. 18	Two break-out groups: Secondary: More in-depth components of Second Chance Elementary: Instructional framework	
Feb. 25	Secondary: Second Chance strategies, continued	
	Elementary: Literacy Instructional Strategies	
March 4	Problem solving facilitated by staff development department members	2 1/2 hours
	Preparing for final presentations	30 minutes
March 11	Coach choice:	
	Session 1: Cooperative learning strategies	
	Session 2: Cooperative learning training for math with a focus on English language learners	
March 18	Problem solving facilitated by staff development department members	
April 1	Problem solving facilitated by staff development department members	

**TOOL 7.4** cont'd

April 8	Coach choice:	
	Session 1: Cooperative learning strategies	
	Session 2: Cooperative learning strategies in math (tie to constructed response) for all levels with a focus on process	
April 22	Computer lab; content TBD	
April 29	Problem solving facilitated by staff development department members	
May 6	Differentiated by levels:	
	Secondary: English language arts/math and pre-AP strategies	
	Elementary: Cognitive Coaching development	
May 13	Problem solving facilitated by staff development department members	
May 20	Celebration of learning:	
	Share session: Museum/gallery walk to showcase good work grouped by content and level	
May 27	Plan for next year and celebrate successes	
* Induction: 15 to 20 minutes each session with staff development department members to answer questions/clarify roles, etc.		

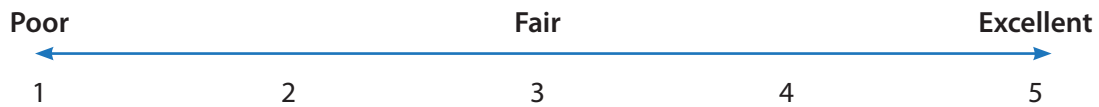
**Source:** Adams 12 Five Star Schools (Thornton, CO).

## TOOL 7.5

# Coaches' professional development evaluation

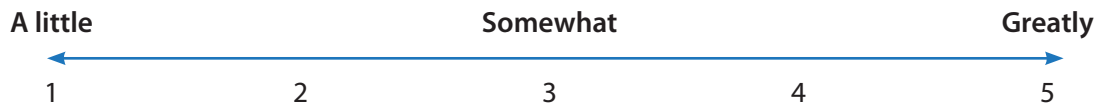
Please help us improve our services to you by completing this evaluation form.

1. Overall value and quality of the training:



Comments:

2. The degree to which I anticipate this training will help me in my role as a coach:



Comments:

3. Something that I will take away from this session that was a new learning:

4. Something that caused a shift in my thinking:

5. How I anticipate using the knowledge I gained from this class:

6. Additional support I need in order to implement the strategies:

7. Other comments:

**Source:** Jeffco (Jefferson County, CO) Public Schools.

**TOOL 7.6**

## Instructional coach feedback template

### Conversation with the principal

QUESTIONS	NOTES	IMPLICATIONS
What is going well? What are positive indicators that my work is making a difference?		
What challenges am I facing in my work? What factors have contributed to these challenges?		
How is my work having an effect on our school improvement goals? How do we know?		
What might I consider doing differently to be more effective?		
What further support do I need at this point?		
Other considerations...		

**TOOL 7.7**

## Instructional coach feedback template

### Conversation with teacher team members

QUESTIONS	NOTES	IMPLICATIONS
What is going well in our work together? How is my work with your team making a difference?		
What challenges are we facing in our work together? What factors are contributing to these challenges?		
How is my work having an effect on your team's goals? How do we know?		
What might I consider doing differently to be more supportive to you?		
What further support do I need from you at this point?		
Other considerations ...		



**TOOL 7.8****Sample agenda for school-based coaches preparation training**

The professional learning that systems ensure for coaches is critical. Learning Forward recommends that this learning be continuous. Outlined here is a sample agenda for eight days of coach preparation training.

Find comprehensive coaching guidance and additional tools in *Taking the Lead: New Roles for Teacher Leaders and School-Based Coaches*, by Joellen Killion and Cindy Harrison (NSDC, 2006). Available at [www.nsdctestore.org](http://www.nsdctestore.org), item #B352.

The proposed agenda is adjusted so that it aligns with the specific job description and the roles and responsibilities of the coaches who will participate in the training program. Some of the content in the training program may be expanded or included in follow-up sessions that occur throughout the school year.

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR
Morning	Student focus Success measures Self-assessment Teams and trust	The school or district defines the role of coaches. The school or district creates a selection process.	The school or district has a clear and common understanding about the role of coaches in improving teaching and learning.	School improvement planning  Closing the achievement gap
Afternoon	Resistance Change Change theory	Coaches are placed in schools.	Coaches provide support to teachers.	Using data to drive instruction  Protocols
	DAY FIVE	DAY SIX	DAY SEVEN	DAY EIGHT
Morning	Contracting 90-day plan Personal qualities of effective coaches	Coaching practice	Learning Forward's Standards for Professional Learning  Best practices in professional learning	Collaboration skills Meeting skills Communication Managing communication
Afternoon	Coaching skills Coaching continuum Coaches as learners Listening	Designs for professional learning	Facilitation skills	Time management Recording of services Organizational skills Prioritize Professionalism

**Source:** *Taking the lead: New roles for teachers and school-based coaches*, by Joellen Killion and Cindy Harrison, Oxford, OH: National Staff Development Council, 2006.

**TOOL 7.9****Learning Forward Coaches Academy agenda**

**Note:** This is a sample syllabus for a training program to prepare coaches.

**TOPIC: ROLES OF COACHES****Essential questions:**

- In what areas do coaches demonstrate expertise?
- What knowledge, skills, and behaviors do effective coaches demonstrate?
- What attitudes/beliefs do coaches have?
- How do my current knowledge, skills, attitudes, and behaviors stack up?
- What are the primary roles and responsibilities of coaches?
- How will know if I am successful as a coach?

**TOPIC: MANAGING CHANGE AND RESISTANCE****Essential questions:**

- What are the types of change?
- What is the process of teacher change?
- What are the stages of concern?
- How will I recognize and respond to various stages of concern?
- How will I recognize and respond to resistance at its earliest stages?
- What stage(s) of concern am I demonstrating now about my role as an instructional coach?

TOPIC/ACTIVITY	CONTENT/STRATEGY DETAILS	TIME
<b>Welcome</b> <b>Introduce presenter</b> <b>Outcomes</b>		20 minutes
<b>Norms</b>	<ul style="list-style-type: none"> <li>• Add returning on time, use of cell phones</li> <li>• Process the norms</li> </ul>	10 minutes
<b>Learning buddies</b>	<ul style="list-style-type: none"> <li>• Make learning buddy appointments</li> </ul>	5 minutes
<b>Essential questions</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of essential questions</li> </ul>	3 minutes

**TOOL 7.9** cont'd

TOPIC/ACTIVITY	CONTENT/STRATEGY DETAILS	TIME
<b>Characteristics of effective coaches</b>	<ul style="list-style-type: none"> <li>• Categories: beliefs, content knowledge, instructional knowledge, relationship, leadership</li> <li>• Personal strengths and areas for growth</li> <li>• Review categories and code each of the characteristics with "+," "?," or an "upward arrow" to indicate level of acquisition</li> </ul>	20 minutes
<b>10 roles of effective coaches</b>	<ul style="list-style-type: none"> <li>• Overview of 10 roles</li> <li>• All read intro in <i>Taking the Lead: New Roles for Teachers and School-Based Coaches</i></li> <li>• Teach purpose, knowledge and skills needed, and challenges of data coach role</li> <li>• Directions for jigsaw reading</li> <li>• Count off by eights to form teams for each role</li> <li>• Read the chapter in <i>Taking the Lead: New Roles for Teachers and School-Based Coaches</i> on assigned roles; make wall chart to summarize key ideas</li> <li>• Present to large group</li> <li>• Teach Catalyst for Change role through direct instruction; make sure you cover knowledge and skills as well as challenges outlined in chapter in <i>Taking the Lead: New Roles for Teachers and School-Based Coaches</i></li> </ul>	100 minutes including break
<b>Application/ modification</b>	<ul style="list-style-type: none"> <li>• Large group debrief</li> <li>• Discuss ways to apply content in an online/virtual environment</li> </ul>	15 minutes
<b>10 roles and coaches' work</b>	<ul style="list-style-type: none"> <li>• Find learning buddy</li> <li>• Compare and contrast coach responsibilities with 10 roles</li> <li>• Create a circle graph on the desired allocation of coaches' time or on the existing allocation of coaches' time</li> </ul>	20 minutes
<b>LUNCH</b>		60 minutes

**TOOL 7.9** cont'd

TOPIC/ACTIVITY	CONTENT/STRATEGY DETAILS	TIME
<b>Essential questions</b>	<ul style="list-style-type: none"> <li>Review essential questions about role and characteristics with learning buddy</li> </ul>	10 minutes
<b>Essential questions</b>	<ul style="list-style-type: none"> <li>Overview of essential questions</li> </ul>	5 minutes
<b>Write about change</b>	<ul style="list-style-type: none"> <li>Have participants write four to five sentences about their feelings about their new role</li> </ul>	10 minutes
<b>Principles and definitions and overview of stages of concern</b>	<ul style="list-style-type: none"> <li>Principles and definitions: concerns, innovation, interventions</li> <li>Background research/information</li> <li>Overview of the stages of concern</li> </ul>	10 minutes
<b>BREAK</b>		15 minutes
<b>Jigsaw</b>	<ul style="list-style-type: none"> <li>Directions for grouping and jigsaw</li> <li>One group does Self; one group does Task; one group does Impact</li> <li>Read information provided on assigned stages</li> <li>Take notes on the assigned stages and what they look like or sound like</li> <li>Share/summarize for three minutes per person</li> </ul>	45 minutes
<b>Interventions for coaches</b>	<ul style="list-style-type: none"> <li>Make chart for each stage and get input on possible strategies that coaches could use — edit carefully so that no wrong answers get on the charts</li> </ul>	15 minutes
<b>Introduce Ambrose chart</b>	<ul style="list-style-type: none"> <li>Present content/process with learning buddy</li> </ul>	15 minutes
<b>Handling resistance</b>	<ul style="list-style-type: none"> <li>Identify possible causes of resistance</li> <li>Generate strategies for handling resistance; include applications appropriate to virtual coaching roles</li> <li>Discuss Michael Fullan's ideas about 12 reasons for resistance</li> <li>Make a point — Three-step process: acknowledge it (honor it); understand or seek to understand cause of it; coach rather than advise</li> </ul>	30 minutes

**TOOL 7.9** cont'd

TOPIC/ACTIVITY	CONTENT/STRATEGY DETAILS	TIME
<b>Teacher change</b>	<ul style="list-style-type: none"> <li>• Have participants cut the page into four parts and then put the pages in the order they think change occurs ... have conversations</li> </ul>	20 minutes
<b>Instructional coaches' work</b>	<ul style="list-style-type: none"> <li>• Essential questions</li> <li>• Decision points for deciding which work of coaches has the greatest impact on student learning</li> <li>• Continuum of coaching interactions</li> <li>• Rank ordering what work has greatest impact on student achievement</li> </ul>	25 minutes
<b>Exit card</b>	<ul style="list-style-type: none"> <li>• Write on an index card:               <ul style="list-style-type: none"> <li>– 3 ideas you can use immediately</li> <li>– 2 comments about the day's design</li> <li>– 1 question you have</li> </ul> </li> </ul>	10 minutes

**Source:** Learning Forward's Coaches Academy.

**TOOL 7.10****Coaching labs prebrief**

Date of lab: \_\_\_\_\_ Lab focus: \_\_\_\_\_  
 Lab teacher: \_\_\_\_\_ Grade/course: \_\_\_\_\_  
 Lab facilitator: \_\_\_\_\_  
 Participants: \_\_\_\_\_

<p><b>PREPLANNING: TEACHER AND FACILITATOR</b>            Discuss plan, lab teacher focus, and tools and resources to be used.</p>	<p><b>TOOLS &amp; RESOURCES</b></p>
<p><b>DAY OF THE LAB</b></p>	<p><b>TIMES</b></p>
<p>(Professional reading around focus of study)</p>	
<p>Prebrief</p>	<p>30 minutes</p>
<p>Observation</p>	
<p>Debrief</p>	<p>45 minutes</p>
<p>Professional reading related to focus of study</p>	

**TOOL 7.10** cont'd**Learning lab prebrief**

**Purpose:** This protocol is used to create an atmosphere of support and learning in a classroom observation setting.

STEPS	
<b>Lab facilitator</b>	Sets the tone by expressing appreciation for teachers who agreed to open their doors so others can learn, and to share their classrooms as works in progress.
<b>Host teacher</b>	Provides background information about what he/she has been working on and presents an overview of the focus and the lesson plan. The teacher also provides copies of handouts and/or readings that will be given to students.
<b>Participants</b>	Ask clarifying questions.
<b>All</b>	Discussion on professional reading (if applicable).
<b>Lab facilitator</b>	<p>Reviews norms for observing in the classroom:</p> <ul style="list-style-type: none"> <li>• <b>Be a silent observer:</b> Honor the existing tone, structure, and community. If you feel the need to talk with a colleague, go out in the hall.</li> <li>• <b>It is not your turn to teach:</b> Remember that you are a visitor in the classroom. If students try to engage you in conversation, redirect them.</li> <li>• <b>Be an active observer:</b> Note what the teacher is doing, but also move around, lean in and listen to the conversations between students and the conversations between teacher and students.</li> <li>• <b>Be a nonjudgmental observer:</b> We are not here to critique the teacher, but to learn from him/her.</li> <li>• <b>Think about how what you are seeing relates to your own practice.</b> Generate questions, connections, and extensions to your own work.</li> <li>• <b>Take responsibility for taking nonjudgmental and specific notes of your observations to bring back to the debrief session.</b> These notes are a way for you to hold your thinking and make connections to your own teaching.</li> </ul>

**Source:** Adapted from PEBC by Denver Public Schools, 10/5/2011.

**TOOL 7.11****Learning lab debrief**

**Purpose:** To debrief the observation experience and to help participants reflect on what they observed and what they will take away from the experience for their own practice.

**Materials:** Chart paper, markers, pens or pencils, paper for taking notes

**Time:** Approximately 1 hour

STEPS		TIME
<b>Participants</b>	Go through your notes from observing the classroom and write silently for a few minutes, reflecting on something that struck you during the observation, something you noticed related to the lab teacher's focus or your own focus, a connection to your classroom, etc.	3 to 5 minutes
<b>Lab facilitator</b>	Support participants as they share: <b>Round 1: Something I saw or heard ("I noticed ... ")</b> <b>Round 2: Questions or wonderings that I had.</b> Write participants' observations on chart paper and make sure that comments are nonjudgmental. The rounds may involve "whipping around" — going around the group with each person giving a short response more than once. The host teacher listens and may take notes.	15 minutes
<b>Host teachers</b>	Join the group and respond to what the participants have shared. Host teachers share best practices they have been working on, how their philosophy of teaching is evolving, what research or professional literature is informing their practice, etc.	10 minutes
<b>All participants</b>	Have open discussion around the observation and focus of study.	10 minutes



**TOOL 7.11** cont'd

STEPS		TIME
<b>Lab facilitator</b>	Support the process of reflecting and debriefing. Ask participants to reflect in writing on any insights, understandings, or ideas for next steps that they are taking away from the experience. <b>Round 3: Share takeaways in a whip around.</b>	5 to 10 minutes
<b>Participants</b>	Debrief the process. What worked well? What might make it work better?	5 minutes

**Questions to consider in the discussions**

- What did you see in the observation that was interesting/surprising/helpful?
- What questions did it raise for you?
- How can you connect this observation to your own work?
- How might you further pursue your questions and focus?

**Source:** Adapted by Denver (CO) Public Schools from Public Education & Business Coalition.