

Modeling

| <i>Checklist for Co-Planning</i> | <i>Data</i> |
|---|-------------|
| To what degree is the lesson co-planned? | |
| Intentions for the lesson have been clarified. | |
| What of resources, instructional strategies, and formative assessment techniques to be used during the lesson will be shared/discussed in advance? Determine with teacher how this connects to previous learning. | |
| Provide teacher with plan/related materials in advance. Does coach need to bring any materials/equipment that may not be available in class? | |
| Class size, seating chart, special needs and/or accommodations for students. | |
| Classroom routines, procedures, norms, etc., have been explained. | |
| Norms for teacher and coach—regarding interruptions, interventions | |
| Timing/pacing considerations. | |
| Any teacher beliefs that need to be shared? | |
| Other “must haves.” | |
| Data to be collected has been defined as have the collection method and tool to be used. | |

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| Do I want to visit class in advance of co-teaching event? | |
| Date/time to model Date/time for AFTER meeting | |

Modeling

Before

During

Don't want to make it a big deal; can pull teacher in, make him/her part of the group, make clear it is still the teacher's classroom

Teacher can have any number of possible roles in a modeled class.

Teacher might have questions to ask during modeled class - is that OK?

What is the level of student engagement?

What types of transitions did you see/hear to allow students to move from one activity to the next?

What are the students doing during the lesson?

How will student engagement be measured?

Avoid the dog and pony show.

Show respect for the educator's class and classroom.

After

Reflective Conference:

Look at Data: What do you notice? What patterns emerge? What may be paradoxical, ambiguous, confusing?

How do you move teacher from observing to co-teaching to doing on own? What is the next step? Important to get teacher's ideas of how can move teacher to more active role in delivering instruction - same lesson with greater role; different lesson with teacher using a modeled technique

Do you think this worked with your kids? Can we tweak it? What works for one person doesn't necessarily work for another...what are the steps between modeling...adopting/adapting a strategy?

What questions do you have for me now that you have seen the lesson?

Did the students' performance meet or exceed your level of expectations?

Which part of the lesson had the highest/lowest level of student engagement?

What evidence did you have that the goals were met?

What would be able to implement?

What additional supports do you need?

What did the coach model that contributed to student engagement and skill

development?

What student behaviors/performances demonstrated acquisition of learning?

What could have been done differently that would have improved the effectiveness of the instruction?

Finding time to meet and committing to it.

Focusing on what the teacher has requested.

Be aware of the feedback (warm & cold).

Co-plan the next session?

Allow time for the teacher to be reflective and ask for permission to hear the teacher's thoughts.

What did you notice? What did it look like to you? Give specific examples

What do you want to do with this? What new questions come up?

Follow the teacher's lead and be non-judgmental.

AND do not put the teacher into the "judgment" role.

Coach's Concerns:

May not be a right or wrong way - what works for you

Want to be sure know issues pertaining to what coach will be doing ahead of time.

Teacher's Concern's

Other: