Collegial Coaching Process

THE COLLEGIAL COACHING PRE-CONFERENCE

The Purpose

- To determine or communicate the areas of professional interest and California Standard(s)/Element(s) for the Teaching Profession that will be addressed during this observation.
- 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 determine a specific focus for data gathering
- To identify the partner's role and the tools for data gathering
- To identify evidence of success

The Procedure

At the pre-conference, teachers use professional dialogue to assist in planning the observation. Before the discussion is completed they also decide on what specific teacher and/or student behaviors are to be observed and how data will be collected.

Teachers may use the following during the Pre-Conference discussion:

- Cambrian School District Pre-Observation Planning Form
- Alternative Evaluation Proposal Form
- The California Standards for the Teaching Profession

THE COLLEGIAL COACHING OBSERVATION

The Procedure

Teachers enter classrooms as "research assistants" for the person they are observing. They are gathering data that will help a colleague to progress in his/her areas of investigation [professional growth interest(s) and selection California Standard(s)/Element(s) for the Teaching Profession]. The observation tools that colleagues design together may be very

specific or broad in scope depending on the focus of the inquiry. Teachers will need to create observation tools that will give them the information they need.

The following are examples of generic observation tools to gather specific information:

1. *Selected Verbatim Scripting*: In selected verbatim scripting, teachers don't need to write down everything that is said. Selected scripting may be used to capture specific language and its effects on student behavior. The box below shows what questions the teacher used because they wanted to analyze how they are supporting higher-order thinking through questioning. In a column next to the questions the coach might tally or script how many students have raised their hands, where they are in the room, what higher levels of thinking or problem-solving the students responded to, etc. Selected verbatim scripting focuses on topics and the relationship between what teachers say/do and what students say/do.

Teacher Questions	Student Behaviors

2. *Seating Chart*: The seating chart is useful for identifying student participation in teacher-led discussions, on-task behavior in independent groups, levels of student response by group/gender, etc., and specific student behaviors a teacher might be trying to develop such as cooperation, listening, and so on. A seating chart is useful for finding out the movement and interaction patterns of students with other students and teachers with students. A legend clarifying what the coach is 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 whom can also be used effectively with seating charts.
3. *Tally for Student and Teacher Behaviors*: Simply making a list of teacher behaviors, keeping a tally of occurrences, and recording what effect that behavior has on students can provide useful data for analysis.

THE COLLEGIAL COACHING POST-CONFERENCE

The Purpose

- To recall the lesson
- To compare what actually happened with what was desired
- To refocus on an area of professional interest and select California Standard(s) or Element(s) for the Teaching Profession
- To share data collected during the observation
- 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 the coaching process.

The Procedure

At the post-conference teachers reflect on the lesson in a professional dialogue providing feedback and support. Data collected during the observation is shared. Before the discussion is completed teachers agree on the next steps.

Teachers may use the following during the post-conference discussion:

- Cambrian School District Pre-Observation Planning Form
- Data gathered from the observation
- Alternative Evaluation Proposal Form
- California Standards for the Teaching Profession