



Coach Tool

Lesson Planning/Lesson Observation/Lesson Debriefing

By

Krista Jiampetti, Reading Specialist, South Colonie Central Schools, Albany, NY

For Literacy or Instructional Coaches, K-12

Purpose

This tool can assist literacy or instructional coaches in the planning, observation, and debriefing of teachers' lessons. Clear objectives, as well as the steps to achieve the objective, are planned between teacher and coach. This pre-observation discussion provides a focus, grounded in student work, for the coach to use in observing the lesson. Observations that come directly from the lesson provide a starting point from which a coach can encourage discussion about effective instruction for students. Debriefing ensures follow up, feedback, and a plan for moving forward for both coach and teacher.

Use

The nature of any given classroom on any day is ever-changing, and the teacher finds him or herself adjusting instruction to meet the demands of the day. This tool is designed to meet those changing demands and serve as a map that navigates where instruction has been and where it is going. There are spaces on the form to indicate specifics, such as the lesson objectives, and how the culture of the classroom affected the lesson. What follows are suggestions about what to include on the form, but this tool is meant to be flexible in order to coordinate different teachers and their needs with coaches.

Lesson Objective

Utilize this space to document the focus for the lesson, specifically what the students will be doing. List the overt behaviors you would like to see from the students, which may include a focus on reading, writing, skills, strategies, comprehension, fluency, or decoding.

Steps to Achieve Objective

This column is especially important for the coach, as he or she will use what is written here as a guide during an observation. Based on the lesson objective, list what materials or procedures you will use to implement the lesson, such as mini-lessons, read alouds, books, paper, other materials, guided practice, or independent practice.

Successes

Just as teachers build upon what students do well, such should be the case with teachers. The successes observed during the lesson not only inform us of whether the objective has been met, but also highlight the strengths of the teacher that could be valuable for student success now and in the future. When a coach informs a teacher what went well, the following are items that can be included: what went well during instruction or student learning; if/how the intended objectives were achieved; the unintended, but favorable, results of the lesson; and specific teacher and/or student behaviors that contributed to the success of the lesson.

To Consider

This section of the tool should give suggestions to the teacher if the lesson objectives were not met in the way they were intended. Wording is important here, and should suggest things like “Why don’t we try” or “Let’s do _____”. This section could also include questions the coach is wondering about during the lesson, but never implies an accusatory tone. Ideas for this section may include the following: what did not go as planned, how to move forward if something did not work, specific events that may have derailed the lesson, and suggestions for future instruction.

Students’ Responses/Reactions (during the lesson)

Students’ questions and realizations often signal confusion or understanding during a lesson. It is important to document these responses so that the teacher and coach not only understand the thoughts of individual students, but also so that they can tailor future instruction to meet the needs of all students. Examples of this could include the following: direct quotes from students that demonstrate comprehension (“I get it...” or “Oh, that means...”) and direct quotes from students that demonstrate confusion (“I don’t get it...” or “What do you mean by...”).

Insights

My role as reading specialist has evolved over the years into what could be considered a coaching role. Although I still work directly with students, the relationships I have developed with teachers and the trust I have earned from them allow me to participate in more planning/guidance/debriefing with them. Our reading program is flexible and allows us to increase or decrease services to students as needed on an individual basis. Research based language arts practices are highly valued and because of the nature of my relationship with teachers, we work together to adjust instruction to students’ needs. Results are not only seen within one grade level, but across grades 5-8 as students develop their identities as readers and writers.

Lesson Observation

Teacher _____ Coach _____ Grade _____ Date _____

Lesson Objective:

⇓ Observations from Coach ⇓

| Steps to Achieve Objective | Successes | To Consider | Students' Responses/Reactions (during lesson) |
|----------------------------|-----------|-------------|--|
| | | | |
| | | | |
| | | | |
| | | | |

Debriefing Session will be: Day _____ Time _____ Location _____

Lesson Debriefing

Lesson taught: _____

Plan for future instruction:

What successes will support future instruction?

What will students still need?

Plan:

Needed from Coach:

Other:

Initials: _____ / _____ Date _____
 Teacher Coach

Lesson Observation

Teacher Ms. Corner Coach Ms. James Grade 6 Date 02/10/2009

Lesson Objective: Students will discuss Ralph Fletcher's idea of "Fresh Music" in poetry through their reading of Chapter Three in *Poetry Matters*.

Students will hear examples and use the tips from Fletcher to experiment in their own poetry writing.

↓ Observations from Coach ↓

| Steps to Achieve Objective | Successes | To Consider | Students' Responses/Reactions (during lesson) |
|--|--|---|--|
| <p>*Review previous sections read by students in <i>Poetry Matters</i>.</p> <p>*How can poetry be compared to music?</p> | <p>*emotion/image</p> <p>*how it sounds</p> <p>*good pre-set before reading (i.e. "Ralph Fletcher says... look for that!")</p> <p>*you also compared rhythm to rap music – good connection</p> | <p>*some students did not remember the 3 pillars of poetry from previous lessons.</p> <p>*last year we had them write it in their notebooks – let's do that again!</p> | <p>T: "Why should we look at the tips for using fresh music in our poetry writing?"</p> <p>S1: "So you will remember them?"</p> <p>T: "More than this."</p> <p>S2: "So you use it in your own writing!"</p> |
| <p>*Students pair read Chapter Three using "tips" sheet as a guide while reading.</p> | <p>*students took books and tip sheet to their own spaces in the room.</p> <p>*students given appropriate time limit to read together.</p> <p>*you gave clear goals and expectations.</p> <p>*noise level during reading was good.</p> | <p>*some students had a hard time finding a partner</p> <p>-should we try pairing students?</p> <p>-how else can we reduce arguments about who is reading together?</p> | <p>T: "What is alliteration?"</p> <p>S: "When you repeat the same sound."</p> <p>T clarifies this</p> <p>T: "What is repetition?"</p> <p>S: "Saying the same things over and over."</p> |
| <p>*The whole class comes together to discuss the reading and the tips presented by Ralph Fletcher.</p> | <p>*you used the tip sheet to review what was read – broke into four parts</p> <p>*I like how you asked, "What stuck with you about playing with the sounds of words?"</p> | <p>*there were two students who did not finish the reading in the time given – do you think pairing them with an advanced reader would help them?</p> | <p>When T was asking about the four tips Fletcher mentioned, the student who raised his hand used his book to help him find the answer.</p> <p>A student tried using rhythm in his own poetry – wants to share with class.</p> |
| <p>*To prepare students for experimenting with their own poetry writing based on the theme "snow", teacher will read aloud <i>Snow</i> by Cynthia Rylant. Students and teacher will observe and discuss her use of language.</p> | <p>*you started by discussing the format of this picture book with students. Great thought telling them that each page sounded like it's own poem!</p> <p>*you connected emotion, imagery, and music to this book.</p> <p>*your obvious love of the book had students engaged – you said things like "I love this page" and "beautiful, so simple"</p> | <p>*some students need help transitioning from the picture book reading to writing their own poems at their desks.</p> | <p>T: "What did you like about the book?"</p> <p>S1: "I liked the pictures."</p> <p>S2: "The pink one!"</p> <p>T comments on how the illustrator used pink to reflect the sun off the snow.</p> <p>S3: "I like where it said 'Nothing lasts forever except memories.'"</p> <p>T encourages students to try similar things in their own poetry writing.</p> |

Debriefing Session will be: Day 2/11 Time 11:30 Location room 203

Lesson Debriefing

Lesson taught: "Fresh Music" from *Poetry Matters* by Ralph Fletcher – used to inspire students' poetry writing

Plan for future instruction:

What successes will support future instruction: Your goals and expectations were clear and concise. The tips sheet helped guide students as they read. The picture book brought examples to life and encouraged discussion.

What will students still need: We should make sure students are transferring information from previous lessons into new lessons. Let's try pairing students for reading to reduce problems and support struggling readers. We can experiment with transitions between activities.

Plan:

*continue *Poetry Matters*, allowing students to use what they learn to write their own _____
poetry. _____

*students may be able to create their own poetry anthologies. _____

*allow students time to share their own poetry. _____

Needed from Coach:

*more picture books that model poetic language _____

*suggestions for pairing readers that could support struggling readers _____

Other:

***think about (teacher/coach) working together to analyze the poems students have written and highlight their strengths. Students may be able to transfer these strengths into other writing genres.**

Initials: JC / JG Date 2/11
Teacher Coach