

COACHING FOR LICENSURE MINI-REFERENCE GUIDE

DOMAIN A

A1: Becoming familiar with relevant aspects of students' background knowledge and experiences.

Questions:

1. How do you get to know your students—their backgrounds and experiences?
2. How do you become familiar with students with special needs—physical, emotional, academic?
3. How do you learn about your students' prior knowledge for your subject area and for this specific lesson?

Why is it important to become familiar with your students' backgrounds and experiences?

Strategies:

1. Brainstorm ways to get to know your student's backgrounds and experiences.
2. Search for helpful personnel within your building and district and beyond.
3. Brainstorm ways to accommodate for individual student differences.

A2: Articulate clear learning goals for the lesson that are appropriate to the students.

Questions:

1. What are your goals for this lesson?
2. Why did you select these goals?
3. How are these goals appropriate for the students in your class?

Why is it important to create appropriate learning goals for your students?

Strategies:

1. Discuss the differences between goals and activities and brainstorm examples of each for this lesson.
2. Explain the relationship between the learning goals for the lesson and the state curriculum model, the district course of study, the proficiency goals and any other standards for the content area.
3. Explain how your students' background and experiences are reflected in the learning goals.

A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

Questions:

1. What is the connection between the content of this lesson and the content that the students have learned previously?
2. What is the connection between the content of this lesson and the content that the students will learn in the future?
3. How do the goals of this lesson fit in the sequence of the larger content goals within this discipline/subject area?

Why is it important to understand the connection between previous, current, and future learning?

Strategies:

1. Discuss with your mentor or instructional leader the learning goals of the discipline/subject area.
2. Develop a plan for unit learning for your content/discipline.
3. Collect and analyze exemplary lesson plans of the same discipline which demonstrate connections in learning.

A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the student and that are aligned with the goals of the lesson.

Questions:

1. How are the methods and the activities aligned with the goals of the lesson?
2. How are the methods and the activities appropriate to the students in your class?
3. How do the activities chosen encourage student involvement?

Explain why the teaching method(s) and/or learning activity(ies) in the lesson are appropriate for all students in the classroom and to the learning goals.

Strategies:

1. Outline the link between each method and activity to the learning goal(s) of the lesson.
2. Discuss possible lesson plan ideas with the instructional leader or master teachers of this discipline/grade level.
3. Consider possible problems with activities and methods through role-playing, discussion, etc.

A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

Questions:

1. How do the evaluation plans of the students fit the goals of the lesson?
2. Explain how your evaluation plan gives all students clear opportunities to demonstrate learning.
3. How are the evaluation strategies appropriate to individual, large, and small-group learning?

Strategies:

1. Map out a time line of student assessment for this unit.
2. Explain why the evaluation strategies within your plan were chosen.
3. Outline the connection between the learning goals and the evaluation plan.

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DOMAIN B

B1: Creating a climate that promotes fairness.

Questions:

1. How do you ensure that all students are treated equally and fairly?
2. How do you make learning accessible to all students?
3. How do you ensure that students treat each other fairly?

Why is it important to promote a climate of fairness?

Strategies:

1. Brainstorm ways to promote a climate of fairness.
2. Develop classroom procedures/rules and rehearse these with the class.
3. Design a method to ensure all students have equal opportunity in the classroom.

B2: Establishing and maintaining rapport with students.

Questions:

1. Name ways that you establish rapport with your students.
2. How do you establish rapport based on individual needs and differences in students' backgrounds and experiences?
3. What specific situations have you created to build rapport with your students?

Strategies:

1. Make a chart that exhibits the differences between having good rapport and "being friends" with the students.
2. Brainstorm activities to build rapport in the classroom, and practice at least two of these.
3. Create a lesson based solely upon establishing rapport.

B3: Communicating challenging learning expectations to each student.

Questions:

1. How do you communicate challenging learning expectations to your students?
2. What kind of actions or attitudes do you exhibit to show that each student is capable of meaningful achievement?
3. Describe your students' behavior that indicates that you have communicated challenging learning expectations.

Explain the importance of establishing challenging learning expectations for each student.

Strategies:

1. Discuss the differences between learning expectations and CHALLENGING learning expectations.
2. Formulate a list of words and phrases that communicate challenging learning goals.
3. Videotape a lesson or have an observer recount the number of challenging learning expectations actually communicated.

B4: Establishing and maintaining consistent standards of behavior.

Questions:

1. What guidelines have you communicated to your class to establish consistent standards of behavior?
2. What procedures have you established for your classroom? How have you communicated these?
3. How do you respond consistently to inappropriate behavior?

Discuss the importance of establishing and maintaining consistent standards of behavior.

Strategies:

1. Discuss with your mentor how you have established and instituted classroom rules.
2. Brainstorm several solutions to a particular classroom problem.
3. Create a list of potential classroom problems or disruptions; then, create a list of possible solutions for each.

B5: Making the physical environment as safe and conducive to learning as possible.

Questions:

1. Why have you chosen a particular room arrangement?
2. What safety measures do you consider when arranging your classroom?
3. How does your lesson or activity match or use the room configuration?

Articulate the importance of matching the lesson or activity with the room configuration and arranging space so that all students have access to the lesson.

Strategies:

1. Develop a list of safety measures to be considered when creating a room arrangement.
2. Create a room arrangement based on students' needs; e.g. inclusion students, varying abilities, etc.
3. Explain how the room configuration matches your lesson or learning activity.

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DOMAIN C

C1: Making learning goals and instructional procedures clear to students.

Questions:

1. How do you communicate learning goals to the students?
2. How do you communicate instructional procedures to the students?
3. What do you do to help students of different backgrounds or needs understand the learning goals and instructional procedures?

Why is it important that all students understand the learning goals and instructional procedures for a lesson?

Strategies:

1. Describe several instructional procedures to your mentor. Analyze ways to improve them.
2. Describe to your mentor what you observe when the instructional procedures are clear and unclear.
3. Present the learning goals and procedures in different ways to address students with different backgrounds and needs.

C2: Making content comprehensible to students.

Questions:

1. How do you address the individual needs and differences of students when communicating the content.
2. How do you build on your students' previous knowledge and various backgrounds?
3. How do you sequence the content within the lesson so that students may follow the lesson's progression?

What is the relationship between the structure of the lesson and the students' understanding of content?

Strategies:

1. Describe the content of the lesson to your mentor.
2. Explain how you would communicate the content differently to different groups of students with different backgrounds.
3. List the possible progression of steps you would take in a lesson from review to practice of new content.

C3: Encouraging students to extend their thinking.

Questions:

1. What activities do you do with your students to help them think and not just give repetitive answers?
2. How does the content of the lesson lead to real-world applications?
3. In what ways might you integrate curriculum to extend students' thinking?

Why is it important to plan a lesson with the goal of encouraging students to think critically?

Suggestions:

1. Brainstorm a list of activities for students to complete that extend thinking within your subject area/unit.
2. Create a list of questions which progress from literal to higher level thinking.
3. Observe an experienced teacher's classroom and list ways students extended their thinking.

C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

Questions:

1. What are some verbal ways to give students feedback?
2. What are some non-verbal ways to monitor student learning?
3. How do you equitably monitor students' understanding of content?

How do you know that all students understand the content of the lesson?

Strategies

1. Through observation or videotape, document the number of times you call on students, check for understanding, and provide feedback. Evaluate the results for equitability.
2. List a variety of ways to monitor whether or not the students understand the subject/content of the lesson.
3. Observe a classroom; document techniques a teacher uses for monitoring student understanding, providing feedback, and adjusting learning activities to accommodate the needs of students.

C5: Using instructional time wisely.

Questions:

1. Explain how you know when students are just on task or truly engaged in learning.
2. How can non-instructional activities be performed with the least amount of interruption?
3. How is instruction paced to ensure that all students are on track most of the time?

How can a teacher ensure that time will be used effectively during the class period?

Strategies:

1. Discuss how to pace a lesson correctly, and map out a unit, teach and time it, and discuss the results.
2. Observe a classroom, focusing on digressions from planned activities and non-instructional activities.
3. Make a list of ways to observe student on task and engaged in learning. Observe and share results with mentor.

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DOMAIN D

D1: Reflecting on the extent to which the learning goals were met.

Questions:

1. How do you know the students understood the goal?
2. What was the primary instructional method and was it effective?
3. What changes would you make to the lesson and why?

Explain how your lesson was meaningful to your students and why.

Strategies:

1. Complete the Reflection Rubric and discuss the results with your mentor.
2. Review the differences between goals and activities. Determine if the goal(s) and/or method(s) need to be changed.
3. Observe a class taught by a colleague. Focus on goals and student achievement. Discuss your observations.

D2: Demonstrating a sense of efficacy.

Questions:

1. What factors affect student learning?
2. How do you think the lesson went in terms of meeting students' needs and achieving students learning goals? Why?
3. What would you change and why?

Why is it important to determine the reasons for students meeting or not meeting learning goals?

Strategies:

1. Create a concept map between the lesson and the entire unit.
2. List all possible factors affecting learning of this lesson. Brainstorm ways to act on the major ones.
3. Meet with special education and veteran regular ed teachers to discuss meeting the needs of all students.

D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

Questions:

1. Which colleagues can assist you with concerns relating to a particular lesson or students in class? Why?
2. Which colleagues can assist you with learning activities for students?
3. To what extent do you collaborate with colleagues outside of the classroom in developing learning activities, etc.?

Why is it important to build professional relationships with colleagues in your discipline, building, and district?

Strategies:

1. Search for and prepare a list of resource personnel or colleagues.
2. Present and discuss a student work sample in which you collaborated with colleagues.
3. Interview resource persons to help in your teaching.

D4: Communicating with parents or guardians about student learning.

Questions:

1. Describe various ways to communicate with parents/guardians.
2. What occasions would require communications with parents/guardians?
3. What cultural concerns should you be aware of when communicating with parents/guardians?

Why is it important to communicate with parents or guardians? How often should this take place?

Strategies:

1. Brainstorm various forms of communication to be used with parents/guardians.
2. Meet with colleagues and collect various sample forms of parent communications.
3. Role-play parent phone calls and conferences with your mentor or instructional leader.