

**FIGURE 7.3 Student-Centered Coaching Lab Protocol**

**Goal for the Coaching Cycle:**

**Learning Target(s) for the Lesson:**

**Prebrief**

(30–45 minutes)

The facilitator introduces the protocol and shares the norms for the observation. The coach provides background about the coaching work that is taking place with the teacher or team of teachers. This includes sharing the learning target(s) and plan for the lesson. The coach may also choose to share tools, logs, and artifacts that have been used to organize the coaching work. Participants are invited to ask clarifying questions.

**Observation Norms for Coaching Labs**

- Come with a positive attitude, and be a learner. We are not here to critique or give feedback to the coach or teacher.
- Avoid side conversations. Please do not speak to students unless it has been an established part of the process.
- Get close to the action by collecting student evidence during the lesson. A note catcher will be provided for this purpose.
- Be ready to think through the entire process. This includes the prebrief, observation, and debrief. Participants are expected to be a part of the full process, rather than popping into certain portions.

Note: The teacher does not attend the prebrief.

**Observe the Co-Teaching Session**

(30–45 minutes)

Participants observe the teacher and coach as they work together in the classroom. Observers practice noticing and naming during this part of the process. The facilitator provides a note catcher (see Figure 7.4) for this purpose.

*(Continued)*

**FIGURE 7.3 (Continued)**

**Observe the Co-Planning Session**

(30–45 minutes)

Participants observe as the teacher and coach co-plan using the student evidence that was gathered during the lesson. While observing, participants take notes to capture the coaching moves and language that are used.

**Debrief the Coaching**

(60 minutes)

Participants debrief in the following rounds. During the first three rounds, the lab host is a silent observer. Then the host joins in after Round 3 to answer questions and share thinking.

**Round 1: What happened?**

- Participants take turns describing what they noticed during either part of the observation. The focus may be on the student learning, coaching moves, coaching language, etc. Use objective language, such as “I saw,” “I heard,” “I noticed.”

**Round 2: What does it mean?**

- Participants share implications for student and teacher learning that surfaced as a result of the observation. A possible stem is “Because . . . then . . .”

**Round 3: What do I wonder?**

- Participants share questions that were elicited as a result of the observation. These can be about either the observation itself or something related to their own coaching practice. The facilitator collects the questions that are then addressed by the coach.

**Round 4: What are my next steps?**

- Participants share a next step for their own learning.

Note: The teacher does not attend the debrief.