

Figure 3.1 Options for Coaching in the Classroom

Coaching Move	What It Looks Like
Noticing and Naming	During the lesson, the teacher and coach focus on how the students are demonstrating their current understanding in relation to the learning targets. As we work with students, we will record student evidence that we will use in our planning conversations.
Thinking Aloud	The teacher and coach share their thinking throughout the delivery of a lesson. By being metacognitive in this way, we will be able to name successes and work through challenges in real time.
Teaching in Tandem	The teacher and coach work together to co-deliver the lesson. The lesson is co-planned to ensure that our roles are clear, the learning targets are defined, and we both understand how the lesson is crafted.
Co-Conferring	The teacher and coach sit side by side when conferring with students. This way they create a shared understanding of how the students are doing. This then informs the next lesson.
You Pick Four	The teacher identifies approximately four students who the coach will pay special attention to in order to collect student evidence. The coach keeps the learning targets in mind while collecting student evidence. This evidence is then used in future planning conversations.
Micro Modeling	A <i>portion</i> of the lesson is modeled by the coach. The teacher and coach base their decision about what is modeled on the needs that have been identified by the teacher. Micro modeling may occur during a whole group lesson, conference, small group, or so on.