
Appendix

RESOURCE A—IF/THEN CHARTS

If/Then for Goal-Setting Conversations

If I hear . . .	Then I can use the following language . . .
My students can't do anything.	What is your next unit of study? Let's take a look at the standards, and then we can figure out how to scaffold for them as learners.
I'm supposed to be using effective questioning techniques. It's on my evaluation.	That's great. We can tackle that during our coaching cycle. But let's first set a goal for your students.
I really just want you to lend me a hand. My class is out of control.	I will definitely lend you a hand when I'm in your room, but our work should focus on a goal for students. What's coming up next in your curriculum?

If/Then for Using Learning Targets

If I hear . . .	Then I can use the following language . . .
I know I'm supposed to teach to the standards, but I can't see how my kids will be able to do all that.	Let's take a look at the standards that we're going for and break them down to a set of clear learning targets. This will be our road map to get your students from where they are now to where we want them to be.
I have so much content to cover in this unit. I just don't know that I have time for learning targets, too.	I understand that there is a lot of content your students need to know. Let's also think about the type of thinking we want them to be doing around the content and create a set of targets that addresses both components of their learning.
Our district already has learning targets. Can't we just use those?	Let's use the targets we already have as a starting point. It's helpful to review what's there and decide if they align with what we are trying to accomplish. We may even unpack them further or add in something that's missing. They will guide us throughout the coaching cycle, so we want to be sure they are just right.

If/Then for Getting Ready for Coaching in the Classroom

If I hear . . .	Then I can use the following language . . .
I'd love to see you teach. Would you model it for me?	I'd be happy to model a portion of the lesson, but it may be more beneficial for us to both take part in the lesson. Let's figure out what you'd like to do and what you'd like me to do. That way we can work together.
It sounds like this might take a lot of time, especially the planning piece.	We do have to be on the same page regarding the lesson. But if we have clear learning targets, and a rough idea of what you'd like the lesson to look like, then we should be in good shape.
Are you going to observe the lesson? I really like your feedback.	We can definitely build in some observation. But it would be nice if we could work side by side during the lesson. That way, we can address anything that comes up in the moment, rather than waiting to talk about it a few days later.

If/Then for Noticing and Naming

If I hear . . .	Then I can use the following language . . .
I'm worried that it may be distracting to my students if you interject during the lesson.	We will be discrete about how and when we share. When we plan, you can let me know what feels best. And it's actually good for students to know where they are in relation to the learning targets.
Will it make the students feel bad?	We will make sure that we focus on the positive as well as what would stretch the students further. You can expect something like this: "Miguel is doing a great job using evidence in his summary. It looks like he is still working on his sequencing."
Will this take any more work?	I don't think so. We already have our weekly planning meeting set up so we are in good shape. And <i>noticing and naming</i> during the lesson just means that we are looking for the same things and taking notes that we can look at later.

If/Then for Micro Modeling

If I hear . . .	Then I can use the following language . . .
Can you model another lesson? You are such a great math teacher, and I don't feel like I know what I'm doing.	I'd be more than happy to <i>micro model</i> a certain part of the lesson. Which part would you feel would be most beneficial to have modeled?
[A principal says] I'd like you to show our teachers what it looks like. It is a new program and they need help getting started.	We can provide a few opportunities for teachers to observe what it looks like. But then I'd like to start helping them implement on their own. This will involve some targeted <i>micro modeling</i> but probably not a whole lesson because I'd like to create ownership that builds their capacity.
I'm not really interested in coaching. I've observed plenty of lessons, and I know what I'm doing.	I understand. I don't do a lot of modeling, but when I do, it is something specific that you ask for. Otherwise, we work as partners while in your classroom.

If/Then for Thinking Aloud

If I'm thinking or finding . . .	Then I should remember that . . .
I'm working with a brand new teacher, and it seems like it would be helpful for me to just tell him or her what to do sometimes.	Most people don't learn by you doing the thinking and making the decisions for them. When I share my thinking aloud, I am modeling how to teach and giving him or her something to reflect on.
The teacher I'm working with worries that when I share my thinking aloud to her the students think we're talking about them.	It's actually beneficial to students to know what the teacher and I are doing when we talk together in quiet voices during class time. Being metacognitive is a practice that we want all students to be engaged in, so in <i>thinking aloud</i> with a teacher we are providing them with an excellent model.
I don't even know if the thinking I'm sharing with the teacher makes sense or is what's best for the students!	As with any coaching move, this is not about being the expert or having all the right answers. Rather, the emphasis is on collaboration and modeling the importance of being reflective and thoughtful in my teaching practice.

If/Then for Sorting Student Work

If I hear . . .	Then I can use the following language . . .
I don't have time to create and grade a new test every other day to see how my kids are doing.	We want to collect student evidence that is authentic and easy to analyze. Why don't we start by taking a look at the work they've done in class today and see what we can learn from it?
I know my students really well and don't need to gather any specific evidence to know what they need.	I can tell how hard you work to know each one of your students. But if we collect actual evidence—even if it's anecdotal—we can look through it together to find trends and needs that we might not otherwise be able to catch.
It feels like a waste of my time to look through another teacher's student work. I'm not sure how that would help me and my students.	Having multiple sets of eyes on the same set of student work really creates some rich learning opportunities for everyone and helps us calibrate our understandings and expectations as a team of what success looks like and how to meet students' needs. Usually what you find in your teammates class will apply directly to your own students as well, so you won't need to go through the whole process again.

If/Then for Providing Strengths-Based Feedback

If I hear . . .	Then I can use the following language . . .
[Teacher says] I love feedback. The more the better. Don't mince words, and just tell me where I stand.	It's great that you are such a learner, and that you are so comfortable with feedback. I believe in providing strengths-based feedback. This means that we will celebrate what's going well and also think about what we can do better.
[Principal says] I'm worried about some teachers in our school. I'd like to see you using feedback to improve their instruction.	Feedback is definitely a part of my coaching, but not in an evaluative way. If I don't focus on what the teachers want to work toward, then it feels like I am judging (or fixing) them. I will definitely work with teachers on their instructional goals, but it will be in partnership. If you have serious concerns, then we might have to brainstorm some other ways to handle it.
[Teacher says] I'm worried about my latest interims. Can you let me know what I can be doing better?	How about if we start by looking at how the students did (clarify and value). Then we can brainstorm what to do next (uncover possibilities).

If/Then for Measuring the Impact of Coaching

If I'm thinking or finding . . .	Then I should remember that . . .
Teachers feel overwhelmed by the thought of having to do more pre- and post-assessments.	The data we collect to evaluate the impact of coaching should be easy to create and efficient to analyze. If we're clear about what we want to know and how we're asking it, this will be a valuable tool that doesn't require a lot of extra time and work.
I'm worried that the Results-Based Coaching Tool will be used for my formal evaluation as a coach, and I've heard teachers expressing the same concern.	The purpose of the Results-Based Coaching Tool is to keep our work focused, to create opportunities for reflection, and above all for celebration. It is not intended to rate or judge teachers or coaches.
I have a really comfortable relationship with this teacher, and so doing an actual exit interview seems too formal and awkward. He's already told me how much he's learned, and I know how well the kids did, too.	Taking the time to intentionally reflect is key to learning. And documenting is a great way to celebrate growth. If it doesn't feel comfortable asking the reflection questions aloud, they can always be completed in writing.