RESOURCE C—LANGUAGE STEMS

Language Stems for Goal Setting

- What do you hope the students will learn as a result of our partnership?
- Let's look at the standards. How might they help us choose a focus?
- What would you like to see your students doing as (readers, writers, mathematicians, scientists, etc.)?
- Is there any student work or data that could help us decide on a focus that would make the most impact on your students?
- How do you feel about the goal we've selected? Does it feel right to you?

Language Stems for Unpacking Standards

- What do we want the students to know and be able to do?
- What do we want the students to understand?
- What do we mean when we say the students will understand . . . ?
- How might the students demonstrate understanding?
- How can we be sure that we are thinking beyond lessons and activities?
- If we are unsure, it can be helpful to refer to the standard.
- Can you tell us more about what you are thinking?

Language Stems for Co-Planning

- What is the learning target for the lesson?
- How do we think the students will demonstrate their learning (in writing, verbally)?
- How will new content be delivered and by who?
- How will we formatively assess students?
- What resources, materials, or technology will we need to get ready?
- How will we work together to manage student behavior?

Language Stems for Micro Modeling

Questions to Ask Before *Micro Modeling*

1. What have you tried already? How did it go?

2. What impact has this had on your students?

3. Where are you feeling more or less comfortable? Why?

Questions to Ask After *Micro Modeling*

1. What did you notice about your students and their learning during the *micro modeling?*

2. What are some ways we may extend the student learning even further?

3. How did you see the students' thinking being scaffolded through dialogue and discussion?

4. How were the needs of different learners addressed (special education, English language learners, advanced learners)?

Language Stems for Thinking Aloud

- Right now I'm thinking it would make sense to . . .
- I noticed . . . so I think we should . . .
- I think we might want to . . .
- I'm wondering about . . .
- Maybe we should consider . . .
- When I see . . . it makes me think . . .

Language Stems for Providing Strengths-Based Feedback

Step 1: Clarify

- I noticed the students doing . . . Can you tell me more about that?
- How did you plan for . . .
- What data did you use to make that decision?
- What steps did you take to get there?
- Do you think . . . was because of . . . ?

Step 2: Value

- The students really responded to . . .
- Look at how the students engaged in . . .
- ___ was really effective.
- You really thought about . . .
- I know you've been working on . . . It's starting to take shape.

Step 3: Uncover Possibilities

- How can we transfer what we saw to other situations?
- What are some possibilities for . . .
- What are some ways we could . . . ?

- We can try . . . or . . . What do you think?
- What would it look like if we tried . . . ?

Language Stems for Exit Interviews

- How do you feel you benefited from the coaching cycle?
- What changes, if any, have you made to your instructional practice as a result of our work together?
- What does the student evidence reveal about how the students performed in relation to the learning targets?
- What about the way we taught the unit do you believe contributed to this result?
- What, if anything, do you feel we could have done differently with regard to instruction?
- How has your thinking grown or changed from this process?
- Based on the work in our coaching cycle, what are the implications for my work going forward?