

New Learning: Supporting the Instructional Framework

Video Design Question:	Video Element:
------------------------	----------------

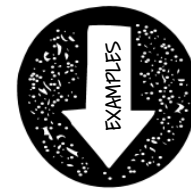
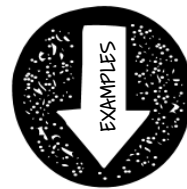
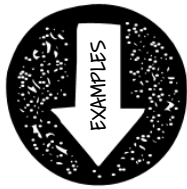
Where do you think the teacher may fall on the scale? How do you know – what evidence?

4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
I adapt and create new strategies for unique student needs and situations	Use + Monitor	Use in a mechanistic way	Use incorrectly or with missing parts	Does not use

Identify coaching **questions** that could be used in a coaching discussion with this teacher.
(Teacher has identified this as a goal area on the Co-Assessment)

Instructive	Collaborative	Facilitative

Instructive	Collaborative	Facilitative
<ul style="list-style-type: none"> • Coach directs the interaction based on the assessment of needs. • Coach provides information about teaching or procedures. • Coach offers suggestions and solutions with rationale. 	<ul style="list-style-type: none"> • Coach and teacher co-construct solutions and material. • Coach guides interaction without directing it. • Coach and teacher contribute ideas somewhat equally. 	<ul style="list-style-type: none"> • Coach acts as a facilitator of the teacher's thinking and problem solving. • Teacher actively directs the flow of information. • Teacher self-assesses and self-prescribes.



<ul style="list-style-type: none"> • Share a process for analyzing student work. • Model an instructional strategy. • Offer a menu of ways to differentiate instruction. • Share thinking that leads to a solution. • Reference current research. • Provide information. 	<ul style="list-style-type: none"> • Co-develop a lesson or curriculum unit. • Problem solve issues of practice. • Analyze examples of student work together. • Co-observe another teacher; debrief together. 	<ul style="list-style-type: none"> • Listen as the teacher analyzes observation data. • Pose questions that clarify and deepen the teacher's thinking. • Facilitate a group of teachers as they assess student work.
--	---	---