

Observation Coaching Protocol and Planning Guide

The best way to ensure that the Hendy Instructional Excellence Rubric contributes to excellent teaching and learning is to implement high quality observation coaching debriefs and feedback using the rubric. Debriefing an observation with the teacher provides the opportunity for the leader to align on expectations for teaching and learning; share feedback rooted in the rubric; and provide coaching to help the teacher grow in their practice.

This guide is designed for leaders to plan for a coaching conversation following an observation, and then to support them to facilitate that conversation with the teacher. The guide outlines an agenda for an approximately 30-40 minute coaching meeting with the teacher. For more support with implementing the Hendy Instructional Excellence Rubric, email Jessica Wilson at jessicawilson@hendyavenue.com.

1. Praise (1-2 Minutes):

Share precise praise: Prepare and share concrete statements of praise recognizing strengths, implementation of previous feedback, and demonstrated growth. Use language from the Indicators of the Instructional Excellence Rubric. For example:

- *I noticed very successful use of _____ (strategy, activity, material). What impact do you think that had on students' time on task/engagement with content?*
- *We set the goal last week of _____ and I noticed how you met that goal by _____.*
- *1.1 - Predictable Routines and Efficient Use of Time - Students quickly entered the classroom, took their seats, and got out their materials with minimal prompting from you. It's clear that you have established routines to ensure that you get right to the learning, and that students are able to execute those routines efficiently.*

2. Discussion (10-15 Minutes)

2A Start with the end goal: Identify what excellence looks like through collaborative discussion with the teacher. With the teacher, identify the indicator in the Instructional Excellence Rubric that matches the end goal. For example:

- *What was your objective for _____ (e.g., the activity, the lesson)? What did students have to do to meet this objective? Did they?*
- *What is the purpose of _____ (e.g., instructional strategy or technique, activity, lesson structure)? What impact does it have on your instruction?*
- *4.1 - Active Monitoring - When you were circulating to students during independent practice, what were you looking for in their work? Did you get a sense of all students' progress?*

2B Explore the gap between that standard of excellence and what you saw in the observation: Present evidence collected during the observation; share evidence of both teacher and student actions. For example:

- *What is the gap between _____ (the end goal) and _____ (your strategy, activity, lesson structure) today?*
- *Do you remember what happened in class when _____? What effect did that have on students?*
- *4.1 - Active Monitoring - What did you actually see when you were circulating? Were you able to see enough student work to get a good sense of if the class was making progress toward the objective?*

2C Close the gap between current practice and the desired end goal through modeling, reviewing exemplars, or discussing what could be done differently in the future. For example:

- *Model the desired action for the teacher (e.g. prompting higher order thinking by modeling different conversation prompts for the teacher to try) and ask: *What did you notice about how I just did [this action] compared to how you did it in class today?**
- *Review exemplar video or instructional material: *What do you notice about how the teacher ____? How is this different from what you did in class today?**
- *If you were to do _____ again, what would you do differently?*
- *4.1 - Active Monitoring - What would be the impact of you pre-planning which students you circulate to and review work during independent practice?*

3. Action Step (2 Minutes):

Share the action step: Review the Core Teacher Skills aligned to the Indicator you identified as the end goal. Use the Core Teacher Skills to name explicitly for the teacher the ONE action step that is bite-sized, specific, and observable (e.g. Pre-plan a circulation route for the next lesson's independent practice so that you see a range of student work to best assess the class's progress toward the objective). Have the teacher restate the action step and write it down.

4. Plan Ahead (3-5 Minutes)

Collaboratively Plan Ahead: Design or revise upcoming plans to implement the action step. This may include explicit scripting, reviewing curricular materials and timelines, and/or additional modeling. For example:

- *Where would be a good place to implement this in your upcoming lessons?*
- *What are the actions you need to take/want to see from students?*
- *Now that we've made our initial plan, what will you do if ____ is challenging when you implement it?*
- *Indicator 4.1 - what are the critical moments to monitor student learning in the next lesson? Which students will likely struggle with the objective? What is your plan to monitor their learning during those critical moments to inform any reteaching?*

5. Practice (10 – 15 Minutes)

Role-play: Practice how to implement the action step into current or future lessons. Pause at any point of error to give immediate feedback and repeat until successful. Check for understanding (*What made this successful?*) then add complexity (e.g., a disruptive student, a more challenging question, etc.).

Round 1:

Scenario for Practice:

What to Say to Set up Role Play:

What Errors to look for to intervene if they occur:

Round 2: (Increase the complexity of the practice after the teacher masters the basics)

6. Follow-up (1-3 Minutes)

Confirm next steps and timeline: Identify with the teacher the specific next steps and timeline for implementation. For example:

- *When would be the best time to observe your implementation of this?*
- *When I review your lesson plan for XX lesson, I'll look for this modification.*