

## » Coaching Questions for Post-Conferences

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### **Standards and Objectives:**

- » How do you decide on the standards/objectives you will teach?
- » How do you identify the sub-objectives for a lesson?
- » How do you decide on the method you will use to communicate the standards/objectives to students?
- » How do you utilize a visual of the standards/objectives during a lesson?
- » How do you communicate your expectations to the students?
- » How will you obtain evidence that most students have demonstrated mastery of the objective?

### **Motivating Students:**

- » How do you organize the content of a lesson so that it is meaningful and relevant to the students?
- » How do you develop learning experiences that provide opportunities for students to ask questions and explore?
- » How do you reinforce and reward the efforts of all students?
- » Why is it important for students to have opportunities to develop their own questions and explore for the answers?
- » How does motivation impact student achievement?

### **Presenting Instructional Content:**

- » How do you decide on the types of visuals you will use during a lesson?
- » Why is it important for the teacher to model his/her expectations for students?
- » How do you plan for effective modeling during a lesson?
- » How do students clearly know your expectations for their assignments and for what they are to learn?
- » When planning a lesson, how do you decide on the sequencing of the instruction within the lesson?
- » When planning a lesson, how do you decide on the manner in which the different elements of the lesson will be segmented?
- » How do you maintain focus in a lesson on the learning objectives?

### **Lesson Structure and Pacing:**

- » How do you decide on the manner in which you will segment the different parts of a lesson?
- » How do you plan for effective closure within a lesson?
- » How do you plan for the pacing of a lesson that provides opportunities for students who progress at different rates?
- » How do you ensure that instructional time is used efficiently throughout a lesson so that all students remain actively engaged in learning?

### **Activities and Materials:**

- » How do you decide on the types of materials you will use during a lesson?
- » How do you decide on the types of activities you will use during a lesson?
- » How do you develop activities that are aligned to the learning objective?

### **Questioning:**

- » How do you decide on the types and frequency of questions you ask during a lesson?
- » Why is it important for teachers to ask higher-order questions during a lesson?
- » How do you provide opportunities for all students to respond to your questions?
- » How do you provide for wait time during a lesson?
- » What is the purpose for a teacher to provide wait time?

### **Academic Feedback:**

- » How do you decide on the type of feedback you provide to students?
- » How do you use student feedback to make adjustments to your instruction?
- » How do you engage students in providing quality feedback to one another?

### **Grouping:**

- » How do you decide on the instructional grouping of students during a lesson?
- » How do you hold groups and individuals accountable for work completed within a group?
- » How do you decide on the roles individuals will have when working in groups?
- » How do you communicate your expectations to students for their own work and that of the group?
- » How do you assess the performance of groups and individuals when it is completed in a group setting?

**Teacher Content Knowledge:**

- » How do you prepare yourself to teach (insert a topic taught)?
- » How do you develop or select instructional strategies to teach (insert the specific topic being taught)?
- » How do you decide on the ways in which you will connect the content being taught to more powerful ideas?
- » What are some other ideas to which you could have connected during the lesson?

**Teacher Knowledge of Students:**

- » How do you identify the learning styles of your students and incorporate these into your lessons?
- » How do you identify the interests of your students and incorporate these into your lessons?
- » How do you provide differentiated instructional methods within your lessons?

**Thinking and Problem Solving:**

- » How do you plan for activities and/or assignments that teach students different types of thinking or problem solving?
- » Ask teachers to reflect on the specific activities and/or assignments utilized within the lesson and then identify the type of thinking and/or problem solving each taught. This type of reflection will provide a means for assessing a teacher's understanding of analytical, practical, and research-based thinking and the types of problem solving referenced under this indicator.