Paraphrasing

Acknowledging	Organizing	Abstracting
You're thinking that… So, you're wondering if… You're frustrated because… You're hoping that… You're concerned about...	So, there are three issues… So, you have closure on..., and you're ready to move on to.... First you're going to..., then you will.... On the one hand…, and on the other hand….	So, it's important to you that… So, a belief you hold is… So, you're struggling with the differentiation. A goal you have is...

Mediating Resourcefulness Through 5 States of Mind

Efficacy - from an external locus of control to an internal locus of control
What might be some of the options you have in mind for…?
What might be some of the choices you have?
When things go well for you, what might be some of the contributing factors?

Craftsmanship - from vagueness and imprecision to specificity and elegance
Specifically, what do you mean by…?
What might be the importance to consider about time sequence?
What might it take to sustain this over time?
What criteria might you use to determine…?
Given your criteria for excellence, what might be some things you want to pay attention to?

Flexibility - from narrow, egocentric views to broader and alternative perspectives
What might he be feeling when he misbehaves like that?
What do you want kids to learn about writing and putting forth effort?
What long-range effects might you want your actions to have?
What positive outcome might this person have in mind?

Interdependence - from isolation and separateness to connection to and concern for community
What values do you think might be driving others to feel so strongly about this?
What might you see and hear the group doing when they are successfully completing the tasks?
What kind of support might be useful to you?
What might it take to build a shared commitment to _____?

Consciousness - from lack of awareness of self and others to awareness
What do you want to be paying attention to in your own thinking?
As you picture yourself meeting with the team, what might you see yourself doing?
What do you know about yourself when you are in a situation like this?

Pre-Observation Coaching Question Examples

Format for a Planning Conversation *(STRENGTHS, GOALS, SUCCESS INDICATORS, DOMAIN, DATA REQUEST)*

Clarify Goals:
What is important for students to know?
What are some decisions you have yet to make about this lesson?
Tell me about your class.
What do you want students to leave thinking/feeling able to do?
What are your goals objectives/outcomes/purposes?

Specify Success Indicators:
What might success look or sound like?
What might be some indicators that students are understanding/engaged?
If this lesson was successful what might you hear or see?
What data can I collect for you?

Approaches, Strategies, Decisions (focus on equity & engagement):
What are some of the strategies you've considered using for this lesson?
What are some things you might do to ensure students' success?
How well do you think the content reflects the background of your class?
Who needs something different? How might we get this?
What barriers might your students experience and how will you address the barriers?

Personal Learning Focus:
What do you think you might learn from teaching this lesson?
When you consider this domain, in what components do you feel strongest?
What might be some of your strengths that you will bring to this lesson?
How might those strengths help your students be successful?
What data do you want me to collect that will be meaningful for you and best inform your instruction?
Anything you are wondering about with this class that I could gather data for you about?

Danielson Domains:
Are there one or two components within the domain that you'd like to focus on?
What are some things you are going to be looking for to indicate success for students within the components?

Reflection:
What should we talk about that we didn't get to?
How has this conversation been helpful to you?

Post-Observation Coaching Question Examples

Format for a Reflective Conversation: *(Summarize Impressions, Analyze Causal Factors, Construct New Learning, Commit to Application, Reflect on Coaching)*

Impressions and Supporting Data:
What went well in the lesson?
What did you hear or see that supports your feeling about how the lesson went?
What did you hear or see that showed you that your students were engaged?
Where are your kids excelling?
Where have you been successful?
As you examine the data, what are some of the trends that are emerging?

Causal Factors:
As you reflect on the lesson, how did it compare to what you had planned?
What were some of the strategies you used to keep students engaged?
What decisions did you make about how to monitor and adjust during the lesson?
What do you think were some of the most important things that happened?

Construct New Learning:
What might you want to consider for the future based on your reflection?
What did you learn from teaching this lesson?
In the pre-observation, you mentioned your strengths in this domain were, How did you use those strengths during the lesson?

Application:
How might you use this lesson to guide your next lesson?
How might you use your strengths to support student learning in future lessons?
What do you do with this information to inform/engage student learning?
Next time you tweak this lesson, what else would you do?

Review Evidence and Domains:
What surprised you in the data?
Considering the data and the proficiency indicators, how might you rate this component?

Reflection and Goal Setting:
What might be some strategies you've tried or something you've done differently through your PLC work or since your last observation?
What strategies from today might you bring back to your PLC?
What is something you would like to work on between now and your next observation?
And then what might happen?
What might it look like if s/he were behaving at her/his best?
Where do you want to go from here?