

Resource Guide for Deepening the Understanding of Teacher's Professional Practices: Planning & Coaching Questions

To support educators, observers, coaches and principals/evaluators in their efforts to continue meaningful observations and feedback in the support of professional growth, the following offers an excerpt from the *Resource Guide for Deepening the Understanding of Teachers' Professional Practices* that provides suggestions for planning and coaching questions specific to the Teacher Quality Standards and Elements in the state model evaluation system.

1A: Standards and Objectives

- How will you identify which standards to teach (e.g., complexity, highly-tested, most challenging for students to master, district plan for instruction) in this lesson or unit?
- How will you create learning objectives appropriate for students and aligned to the unit of study and standards?
- How will the learning objective be communicated to students?
- How did you differentiate for this lesson?
- What collaborative opportunities have you had with school staff to ensure planning and instruction supports the needs of all students and align with the approved curriculum?
- How were formative assessments used to plan instruction?

1B: Interdisciplinary Teaching

- What connections were made between the content being taught and other content areas?
- How did you make explicit and elaborate interdisciplinary connections?
- How did you emphasize literacy connections to other subject areas?
- How did you emphasize interdisciplinary connections to math?
- How will you provide opportunities for students to apply literacy skills? How will you integrate literacy skills into lessons?
- How did you require students to apply mathematical knowledge to the content I am teaching? Which mathematical practices will be incorporated into the lesson?
- Which literacy skill(s) will need to be integrated into the lesson for students to master the learning objective?
- What instructional strategies will I use to support students in applying mathematical knowledge to the content I am teaching?
- How did you support students with language development related to the content being taught?
- How did you provide instruction that is intensive and of sufficient duration to accelerate learning?
- How did you incorporate real-world examples connected to the learning objective?

1C: Instructional Strategies

- How did you scaffold questions, concepts, and skills to support student learning of the content?
- How will you select accurate and appropriate instructional strategies and materials for each lesson?
- How will you plan for and implement review of previously learned concepts or skills in my lessons?
- How will you ensure the instruction and student activities align to the learning objective(s) and criteria for student mastery?
- How will you provide multiple models and delivery methods to explain concepts accurately?
- What are the likely student misconceptions that will arise during this lesson? How can I address those misconceptions during instruction?
- How will I engage ensure tasks are challenging and provide opportunities for students to ask questions and construct new meaning?
- How will I utilize questioning techniques to engage students in disciplinary inquiry?

2A: Classroom Management

- How did you establish a caring relationship with all students?
- How did you communicate and teach expectations for student behavior?
- How were you able to consistently hold students accountable for adherence to school and class rules?
- In what ways did you reinforce positive behaviors?
- How did you respond to misbehavior respectfully and appropriately?
- How did you encourage students to monitor their own behavior?
- What procedures need to be established to ensure instructional time is maximized?
- How do you find ways to collaborate with students on the development of behavior expectations and procedures?
- How do students demonstrate that they understand behavior expectations and procedures in my classroom?
- How do you maintain an environment that is safe?
- How do you ensure resources are organized and accessible to all students?
- How do you support students in being safe and organized?

2B: Diversity

- How were you able to obtain information on my students' cultures, backgrounds, and family structures?
- What changes in procedures or structures will you need to employ to acknowledge the influence of various aspects of background on student perspectives?

- What instructional approaches and materials did you use that reflect students' backgrounds and enhance student learning?
- How did you develop a sense of community within the classroom?
- How were you able to provide opportunities for students to engage in effective interactions with their peers?
- How do you model a respect for individual differences and ensure students do the same?
- How will you model and teach students to value diverse perspectives?
- How do you capitalize on the diversity within your classroom?

2C: Individual Student Needs

- What is the best way to obtain information on my students' needs?
- How have you adapted the physical environment to support individual student needs?
- How do you plan instruction that addresses the learning needs of all students?
- How do you apply the knowledge of specialists and colleagues to plan instruction that addresses student needs?
- How have you obtained information on my students' interests?
- How do you utilize students' interests when planning lessons and materials students will utilize?
- How do you ensure all students participate in class activities?
- How did you plan instruction and tasks that provided choices to motivate students to participate?
- How do you encourage students to self-advocate?

2D: Family/School Communication

- How do you best create a classroom environment that is inviting to students' families and/or significant adults?
- How do you ensure that the relationships you have with students, families, and/or significant adults are respectful?
- What methods have you used to communicate with families and/or significant adults?
- How do you coordinate the flow of information between students' families and/or significant adults and other colleagues who provide student services?
- How do you ensure families and/or significant adults are aware of services available to students and their families?
- How do you recognize and seek solutions to obstacles to family and community participation?

3A: Student Development

- How did you plan lessons that reflect the relationship between the intellectual, physical, social, and emotional development of my students?
- How do you benefit from the expertise of colleagues to improve your instruction?
- How will you use knowledge of students to engage them in developmentally appropriate learning?
- How will you provide opportunities for students to make choices about the resources and materials they will use?
- How did you engage students in creative learning experiences?
- How will you support students in identifying how they learn best?

3B: Assessment and Feedback

- How do you ensure assessments (formative and summative) are aligned to the learning objective? What criteria are used in developing or selecting assessments for the lesson?
- How do you determine criteria for mastery of the learning objective?
- How did you communicate the criteria for mastery to students?
- How do you utilize results from assessments to plan instruction?
- What types of assessments are used to monitor student learning? How do you vary the methods used to check for student understanding?
- At what points in the lesson do you check for student understanding?
- How do you utilize results from assessments to make real-time adjustments to instruction?
- What methods are used to provide feedback to families and/or significant adults?
- How do you ensure that students receive timely feedback that is frequent and high quality?
- How do you plan opportunities to confer with students on their progress towards mastery of learning objectives?
- How do you teach/model for students how to use feedback?
- When can you provide opportunities within the lesson for students to revise their work based on feedback?
- How do you involve students in monitoring their learning?

3C: Technology

- What technology is available for teacher and student use? How can I incorporate available technology into instruction?
- How can the use of technology enhance student learning and engagement?
- How will I model responsible and ethical use of technology?
- How will I support students who may need assistance in using the technology available?

- How can I develop projects that require students to utilize technology in creative and collaborative ways that will enhance their use of information?

3D: Critical Thinking

- How do you establish expectations at a level that challenges all students?
- How do you model critical-thinking and problem-solving skills to students?
- How do you provide opportunities for students to apply critical-thinking and problem-solving skills?
- How do you ensure the questions I ask are challenging for all students?
- How do you plan for the scaffolding of questions?
- How do you ensure all students are provided appropriate wait time?

3E: Collaboration/Teams

- How will all students be included in group activities?
- How will you decide on the instructional grouping of students during a lesson?
- How will you communicate to students their individual and group responsibilities?
- How will you hold individual students and groups accountable?
- How will you assess the learning of groups and individuals?
- How will you promote teamwork and development of leadership skills?

3F: Communication With Students

- How will you ensure that you are clearly and effectively articulating thoughts and ideas to all students?
- How will you teach students to consider their audience when articulating their thoughts and ideas with others?
- How will you plan for strategies that model and teach effective communication skills?
- What opportunities will you provide for students to communicate orally and/or in writing with others?
- What will be the academic language included in your model and instruction?
- How will you ensure students are able to utilize the academic language associated with the content and skill being taught?