

teacher’s purpose

**Fidelity measures:**

* Did the students hit the goal and how do you know?
* Did your draft device contain what was needed? (CE)
* Was the learning released to students? If so, how?
* What do the checklists tell us?
* How do/will you know when your students demonstrate proficiency (CE)/mastery (LS)?
* Did we notice misconceptions or breakdowns in understanding for students?
* How did the students respond to routine/strategy?
* How does this inform next steps?

 **Exploring Questions:**

1. On a scale of 1 to 10, how close was the lesson to your ideal?
2. What would have to change to make the class closer to a 10?
3. What would your students be doing?
4. What would that look like?
5. How would we measure that?
6. Do you want that to be your goal?
7. Would it really matter to you if you hit that goal?
8. What will you try next to hit that goal?

**Planning Questions:**

* How will we make student learning visible?
* What are the “look fors”?
* How will we record what we want to analyze?
* Who’s taking the lead?
* When is best to debrief about the lesson?

**For CE:**

* Device Checklist
* Cue Do Review Observation Checklist

**For LS:**

* Modeling Checklist
* Student Folder Checklist
* Strategy Checklist

 **Data Analysis & Reflection Questions:**

**So What? (What’s important to understand about this?)**

**The FRAME Routine**

**Key Topic**

**Main idea**

**is about…**

**Essential details**

**Main idea**

**Essential details**

**Essential details**

**Main idea**

 (based on “3 Steps to Great Coaching,” by Knight, et al, www.learningforward.org)

tools

personal connections

coach’s role

**IDENTIFY**

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**IMPROVE**

**Instructional Coaching Cycle**