



## PLANNING/DEBRIEFING PROTOCOLS

### PREPARING FOR INSTRUCTION

CO-PLANNING	<p><i>GENERAL</i></p> <p><i>Describe your <a href="#">co-planning</a> sessions since our last observation. How many times have you met specifically to plan? What kind of “on the fly” planning do you do together? What is working well with co-planning? Are there any concerns or frustrations?</i></p> <p><i>LESSON SPECIFIC</i></p> <p><i>How did you use the frameworks and standards in your planning? In other words, why are you teaching this lesson? How did you include UDL? SDAIE? How are your assessments aligned to your lesson objective? How have you purposefully planned for students to use a variety of modalities of language within this lesson? How did you plan for academic language development?</i></p>
CO-TEACHING	<p><i>What <a href="#">co-teaching strategy</a> is planned? What responsibilities do each of you have? Why did you choose this strategy? How will co-teaching maximize learning in this lesson?</i></p>
FEEDBACK & GROWTH	<p><i>What were some areas of growth that were discussed after your last observation? What’s a piece of feedback you’ve received related to your areas of growth that you are planning to apply to this lesson?</i></p>
PREDICTION	<p><i>What might we expect to see? What might we expect students to learn? What might we expect ourselves to learn?</i></p>

## DEBRIEFING INSTRUCTION

CO-TEACHING	<p><i>Did co-teaching work out the way it was planned?</i></p> <p><i>How did it contribute to student learning?</i></p> <p><i>What worked well; what should be changed?</i></p> <p><i>How might you have applied a different co-teaching strategy in this lesson? What would that look like?</i></p>
INSTRUCTION	<p><i>Did the lesson focus on the standards you intended to teach? Explain how.</i></p> <p><i>Did the students learn what you wanted them to learn? How do you know?</i></p> <p><i>What would you change about the instruction to help students master the standards you were teaching?</i></p>

*Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (Lipton & Wellman, 2003)

CONSULTING STANCE	<p><i>"Here's how I think about issues like that"</i></p> <p><i>"It's important to..."</i></p> <p><i>"Keep in mind that..."</i></p> <p><i>"Pay attention to..."</i></p>
COLLABORATING STANCE	<p><i>"Let's think about..."</i></p> <p><i>"Let's generate..."</i></p> <p><i>"How might we..."</i></p>
COACHING STANCE	<p><i>"So you're concerned about..."</i></p> <p><i>"What might be some ways to..."</i></p> <p><i>"What are some options you are considering?"</i></p> <p><i>"What are some connections you are making between..."</i></p>
PARAPHRASING	<p>Acknowledge and Clarify</p> <p><i>"So you're feeling..."</i></p> <p><i>"You're noticing that..."</i></p> <p><i>"In other words..."</i></p> <p><i>"You're suggesting that..."</i></p> <p>Summarize and Organize</p> <p><i>"There seems to be two issues here _____ and _____."</i></p> <p><i>"On the one hand, there is _____ and on the other hand, there is _____."</i></p> <p><i>"For you then, several themes are emerging: _____."</i></p> <p><i>"It seems you are considering a sequence or hierarchy here: _____."</i></p>

## CONFERENCE/COACHING REFLECTION

IN CLOSING	<i>How do you feel about our conference?</i> <i>What has been valuable?</i> <i>What else might be helpful?</i> <i>What would you like more of or less of in my coaching?</i>
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