

Pre Observation Guide

Overview

The **Pre Observation Tool** is intended to be used in collaborative conversations to reflect on an upcoming lesson and decide a focus for the observation . During the conversation, the teacher will have an opportunity to share the expectations and outcomes for the lesson and the various planned teacher and student actions. This structure of the tool will help to narrow down a focus for the observation and identify the specific evidence to collect for use in the debrief conversation.

Follow up from the previous coaching conversation and action steps
Focus and context for the observation
Identify teacher actions to look for during the observation
Identify student actions to look for during the observation
Identify what student learning looks like in the lesson
Practice teacher actions
Confirm data collection
Confirm observation logistics and schedule debrief conversation
Reflect and feedback

Possible entry points

- When a teacher wants feedback on their practice and/or student actions during instruction
- Promote teacher reflection on how students respond to new instructional strategies or tasks
- When a teacher is unsure why their planning does not lead to the expected student learning

Planning prior to the conversation

- Review tools, focus areas, and action steps from previous conversation and be prepared for how this conversation connects to progressing forward in their growth.
- Ask for and review the instructional materials and lesson plan for lessons that will be observed.
- Select questions you want to include in your conversation and create any additional questions you want to include during each of the steps to tailor it to the specific focus and needs of the teacher.
- Consider how you build trust to allow teachers to be open and comfortable during the observation process.
- Review the various coaching stances and language that might be beneficial in this conversation.

Pre Observation Guide

Review and follow up on previous conversations

Create coherence between coaching conversations as well as check in on progress towards previous action steps and reflection on growth and impact.

Consider:

Bring any previous tools and additional observation notes to reflection on growth

Review teacher's goals to support with identifying progress

Focus and context for the observation

In this section, the conversation allows time to reflect on the context for the observation as well as help to narrow down on the specific focus for the observation.

Consider:

Identify previous coaching work and growth that has been identified to continue to build upon successes

Collaboratively identify what specific focus will provide the evidence needed to reflect on a specific impact or practice that is a priority

Identify teacher and student actions to look for during the observation

These sections provide an opportunity to reflect and identify specific instructional practices and actions that are planned for the observation and their intended impact(s).

Consider:

When identifying actions, try to get specific as possible with what you will see and if it will be the same for all students or if there are scaffolds or differentiation opportunities planned.

If time permits, this is a place to revise or plan additional specific instructional actions. Make sure that the teacher has time to internalize any revisions prior to delivery of instruction.

Identify what student learning looks like in the lesson?

This step will identify the planned criteria of what student learning would look like in the lesson and tasks.

Consider:

Remember, this could be a variety of student learning data points such as group work tasks and behaviors, responses to questions, independent student artifacts, etc...

Practice teacher actions

This is an opportunity for the teacher to practice the specific teacher actions that are planned and receive feedback.

Consider:

As the coach, you could use this time to model a teacher action to provide a teacher with an example.

Confirm data collection

Collaboratively decide on the best data to collect. (scripting, movement, seating chart, etc..)

Confirm observation logistics, schedule debrief and reflect

Confirm the time and date of the observation and schedule the observation debrief. Reflect on the impact of coaching support as well as provide feedback to make sure teacher's needs are met.