A Acknowledge

Use to reinforce behavior that supports student ownership

1. State what was effective based on script: "You ____."
2. Provide rationale for why it was effective: "The research states___... This will help us with our school or district goals...This is a best practice...There was a positive impact on the students."
3. Recommend continuing behavior.
4. Get summary of conversation from teacher, this is your check for understanding: "Will you recap our conversation?"

B Brainstorm

Use to refine & increase capacity for student ownership when small adjustment is needed.

1. State what was missing or needs adjusting: "You had a missed opportunity... You have room to tweak or adjust..."
2. Brainstorm alternatives: "How could you have completed that step... What are some alternatives to how you did this...Brainstorm some ways you could..." Have examples ready.
3. Get commitment to use one solution. "Which one will you do?"
4. Hold accountable. Coach: "I'll look for this next time I'm in your class. Principal: "I'll look for this _____ (state day, time, lesson).

COACHING MESSAGES

C Cognitive

Use to refine behavior regarding student ownership when teacher is skilled at self-reflection & generating solutions.

1. Ask Open Ended, Focused Questions: "About___, how do you think it went...Did you meet your desired outcomes around student ownership? What would you do to enhance the lesson?"
2. Get commitment and plan for change. If they are enhancing practice, have a discussion as to when they may try the enhancement.
3. Get summary of conversation This is your check for understanding: "Will you recap our conversation?"

THE CORE COLLABORATIVE

D Direct

Use when behavior was missing or ineffective. Reserved for Evaluators only.

1. State what was missing or ineffective: "You did... or You did not..."
2. Show or state examples "You can see from the color-coding of the script, you are missing."
3. Teach behavior that needs to be in place: "Let me review this strategy with you...Here's a graphic explaining what needs to be in the lesson and why...Using the script of your lesson, let me show you where this strategy would be used...Jot down these steps...Here are three examples of how to do this.
4. Hold accountable. Coach: I'll look for this next time I'm in your class. Principal: I'll look for this ____ (state day, time, lesson).
5. Get summary of conversation from teacher. This is your check for understanding. So I make sure I covered everything, will you summarize what we just talked about?

Source: "Six Types of Supervisory Conferences," Hunter, 1980; Principals and Student Achievement, Cotton, 2002; Blended Coaching, Bloom, 2005