



Coaching Conversation Planning Guide

ABOUT THIS RESOURCE:

The following document outlines the structure and content of coaching conversations held between teachers and coaches in the Mathematical Quality of Instruction Coaching project housed at the Center for Education Policy Research at Harvard University. Under the direction of Dr. Heather Hill, the purpose of the project is to develop and evaluate a teacher coaching program focused on developing teachers' common-core aligned instructional practices that will support students' critical thinking and raise their achievement in mathematics.

- Teachers participated in approximately 15 coaching cycles, in which they filmed a lesson related to an identified goal and uploaded it to an online platform.
- They reviewed two ~5-minute clips of their own classroom instruction selected by a coach and a stock video clip of instruction before the coaching conversation
- Teachers participated in 45–60 minute coaching conversations via video conference to discuss and “score” the stock video clip on the assigned MQI rubric codes and discuss the teacher’s individual clips and identify areas for improvement.

OUTLINE OF A 60 MIN COACHING CONVERSATION

1. Introduction/pleasantries (3 min)
2. Review goals (2 min)
3. Frame and discuss the stock clip (10 min)
4. Teacher frames the teaching video (and maybe also chosen teaching clips) (4 min)
5. Coach frames the first teaching clip (2 min)
6. Discuss the first teaching clip (10 min)
7. Repeat Steps 5 and 6 for second teaching clip (12 min)
8. Opportunity for coach to bring up any feedback that didn't fit into the clip conversations (5 min)
9. Deciding on an action plan and fill out collaborative log (12 min)

Coaching Task	Resource Tool
✓ Review notes from previous coaching conversation	Collaborative Log
✓ Identify a focus based on teacher goals and current rubric code	Coaching Conversation Planning Guide
✓ Watch full teacher video and choose two teacher clips	Coaching Conversation Planning Guide
✓ Do close observation of selected teaching clips	Annotations
✓ Watch the stock clip to be used	Coaching Conversation Planning Guide
✓ Plan the coaching conversation	Planning a Coaching Conversation
✓ Schedule and facilitate the coaching conversation	Coaching Conversation Planning Guide
✓ Write up notes, including next steps	Collaborative Log
✓ Complete survey	





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PREPARATION: Watching the teacher's lesson and choosing teaching clips

1. Review Collaborative Log from previous coaching conversation and identify a focus

Coach Preparation:

Based on teacher goals, previous action steps, and current rubric dimension, what will the focus of this conversation be?

How does it relate to the teacher's learning goals?

2. Watch teacher's lesson and select teaching clips

Coach Preparation:

Brief summary of lesson:

Clip selection #1 (timestamps):

Brief summary of clip:

Reason for selection:

CLIP SELECTION #2 (TIMESTAMPS):

Brief summary of clip:

Reason for selection:



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3. Take detailed notes on teaching clips. Make public annotations on video platform and take private planning notes here.

Coach Preparation: Annotations and private notes

Guiding Questions for public annotations:

- What does the teacher do and say?
- What do the students do and say?
- Relationship to rubric?

Private Planning Notes:

Interpretations?

Questions?

What aspect(s) of practice will you talk about for these clips? How does it relate to the teacher's learning goal?

What do you want the teacher to learn? (I.e., why is this the salient focus?)

What will it look like when the teacher becomes more skilled at this?

What are some specific and actionable suggestions you might make for the teacher to improve at this?



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4. Watch stock clip on video platform

Coach Preparation:

Which stock clip will you use?

Which rubric code(s) will you talk about?

How does it relate to the focus of the conversation?

5. Email teacher with video watching assignment (sample email template below).

Coach Preparation:

*Hi *Teacher*,*

*Thanks for filming and uploading your lesson. I look forward to talking with you at our regular time next week on *Tuesday at 5pm*. If that doesn't work for you next week, please let me know so we can reschedule.*

*Before we talk, please review two short clips from the lesson you filmed by logging into video platform. The clips we'll be watching are 1) from *00:00-00:00* and 2) from *00:00-00:00*. Please also take the time to watch the *Pseudonym: Title* stock clip, which we will be scoring on *rubric codes/dimension*.*

If you have any questions or have any trouble accessing the videos, please let me know. I'm looking forward to talking with you again soon.

Best,

Coach

6. Prepare coaching conversation



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PREPARATION: PLANNING THE COACHING CONVERSATION

1. Introduction/pleasantries (3 min)

Goal: Relationship building

2. Review goals (2 min)

Goal: Creating a focus for the conversation

Coach Preparation: Review the Collaborative Log from previous sessions

Based on the focus for this conversation and the teacher's learning goals, how will you frame this conversation?

3. Frame and discuss the stock clip (10 min)

Goal: Reinforcing the rubric lens

Coach Preparation:

How will you introduce the stock clip and the accompanying code(s)?

If the teacher's scores vary from the master scores, what are some generative questions you might ask to guide their thinking?

4. Teacher frames the teaching video (and maybe also clips) (4 min)

Goal: Allow teacher the opportunity to FIRST provide framing/context. E.g., "Are there one or two things that you think would be helpful for me to know about this lesson before we transition to talking about it"?



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5. Coach frames the first teaching clip (2 min)

Goal: Explain why the first clip was chosen (if coach chose clip) and what code(s) will be discussed.

Coach Preparation (Steps 5 and 6):

How will you frame the clip? (Why did you choose this clip?)

Which code(s) will you talk about?

(Optional) Time stamps and annotations that you want to bring into the conversation:

What are some generative questions you might ask?

What do you think the teacher might say and how might you respond?

6. Discuss the first teaching clip (10 min)

Goal:

- Continue to reinforce the rubric lens
- Guide teacher to reflect on and analyze own practice
- Generate actionable ways that could move practice toward the next level



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7. Repeat Steps 5 and 6 for second teaching clip (12 min)

Coach Preparation:

How will you frame the clip? (Why did you choose this clip?)

Which code(s) will you talk about?

(Optional) Time stamps and annotations that you want to bring into the conversation:

What are some generative questions you might ask?

What do you think the teacher might say and how might you respond?

8. (Optional) Opportunity for coach to bring up any feedback that didn't fit into the clip conversations (5 min)

Note: These should be quick points that are fairly simple (and therefore not a big enough deal to choose a clip around)

For example, a running equal sign not captured in either clip would be ok to mention at the end of the conversation. However, if the issue is a bigger deal (e.g., not connected to math, bigger deal errors, strange sequencing, pacing problems), coach should incorporate it into one of the clip conversations, even if that means choosing a longer clip to do so

Coach Preparation:

(Optional) Are there any additional things you want to bring up?

9. Decide on an action plan and fill out the Collaborative Log together (12 min)

Coach or teacher should type while sharing screen in adobe. Filling out the log should be a collaborative exercise, not just the coach's version of events. Coach can then upload the log to video platform.

10. Schedule next coaching conversation before you end the current conversation.