

Possible Guiding Questions: Conversations Between Principals and Teachers

ROLE: Instructional Coaches

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.

Domain 1: Planning and Preparation

<i>Ia: Demonstrating knowledge of content and pedagogy</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you use your knowledge of teaching and learning when you plan for the before, during, and after consultation with teachers? • How do you apply your knowledge of effective teaching and learning when planning professional development opportunities for teachers?
<i>Ib: Demonstrating knowledge of students</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you use your knowledge of teacher needs to plan for your work with teachers? • How do you use your knowledge of student needs to plan your work with teachers?
<i>Ic: Setting instructional outcomes</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you set professional growth goals for your work with teachers?
<i>Id: Demonstrating knowledge of resources</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What resources are available and appropriate for your professional growth and your work with teachers? • What resources do you provide to teachers?
<i>Ie: Designing coherent instruction</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you design coherent professional development?
<i>If: Designing student assessment</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do you plan to evaluate your effectiveness as a coach? • How do you help teachers design assessments for students?

Domain 2: The Classroom Environment

2a: Creating an environment of respect and rapport

Possible Guiding Questions:

- How do coaches help teachers create an environment of respect?

2b: Establishing a culture for learning

Possible Guiding Questions:

- How do coaches promote a culture of professional learning?

2c: Managing classroom procedures

Possible Guiding Questions:

- How do you make the most of your time with teachers?

2d: Managing student behavior

Possible Guiding Questions:

- How do you facilitate professional behavior during your work with teachers?

2e: Organizing physical space

Possible Guiding Questions:

- How do instructional coaches utilize their space appropriately?

Domain 3: Instruction

3a: Communicating with students

Possible Guiding Questions:

- How do coaches effectively communicate with teachers?

3b: Using questioning and discussion techniques

Possible Guiding Questions:

- How do coaches use effective questioning techniques when addressing adult learners?
- How do coaches model effective questioning and discussion techniques for students in classrooms?

3c: Engaging students in learning

Possible Guiding Questions:

- How do coaches engage teachers in learning?

3d: Using assessment in instruction

Possible Guiding Questions:

- How do coaches help teachers understand and use assessments appropriately to enhance student learning?
- How do coaches assess the effectiveness of professional development?

3e: Demonstrating flexibility and responsiveness

Possible Guiding Questions:

- How do coaches model good listening techniques, collaborative partnerships, and collective problem solving?

Domain 4: Professional Responsibilities

4a: Reflecting on teacher and student learning

Possible Guiding Questions:

- How do you reflect on your own practice as a coach?

4b: System for managing students' data

Possible Guiding Questions:

- How do you maintain confidential records of your coaching interactions?

4c: Communicating with Families

Possible Guiding Questions:

- How do instructional coaches help with the school wide communication plan?
- How do coaches communicate appropriately with administrators?

4d: Participating in a professional community

Possible Guiding Questions:

- How do instructional coaches participate in their school and district community?

4e: Growing and developing professionally

Possible Guiding Questions:

- How do instructional coaches nourish their own professional growth?
- How do instructional coaches model ongoing learning?

4f: Showing professionalism

Possible Guiding Questions:

- How do instructional coaches demonstrate ethical behavior when working with teachers?