



COACHING MEETING TRANSCRIPT: SIX STEPS IN ACTION

Putting all six steps of an effective coaching meeting into action can be daunting at first. Below is an example of how these steps might look together in action during a thirty minute meeting. The transcript identifies each of the six steps of the coaching meeting between an instructional coach and third grade teacher. This resource is intended to support school leaders and coaches to get an understanding of what a coaching meeting might look and sound like.

Example coaching meeting

Six steps of effective feedback	Meeting transcript <i>C- Coach, T- Teacher</i>	How did the coach accomplish this step?
<p>[1] Praise</p> <p><i>Specific concrete teacher actions that lead to positive student outcomes</i></p>	<p>C: I love your new superhero trackers. They were really excited about them, and they passed a ton of iReady lessons while I was in here.</p> <p>T: You should see their goals this week, a lot of them are close to reaching them.</p> <p>C: That's great! Adding that tracker and the jolly rancher really adds that extra piece of motivation.</p>	<p>In the opening praise step of the meeting, the coach named something positive she saw in this teacher's classroom and specifically stated the positive impact on the classroom and student success. Naming this connection between teacher action and student outcomes helps the teacher see the impact and encourages them to continue the positive teacher action.</p>
<p>[2] Probe</p> <p><i>Targeted and scaffold reflection to encourage reflection regarding the action step</i></p>	<p>C: I printed out my observation notes from when I was here the other day for you to get an idea of what kids were saying, what you were saying, and then the actions that followed.</p> <p><i>C and T read over observation notes.</i></p> <p>C: What are you noticing is happening during this time when you were starting (rotations)?</p> <p>T: The starting of rotations with the reiterating of expectations really helps them. Sometimes we have to reset and start and try again but that works. You know saying to them, "Do you need to be talking in order to make this happen, no, okay then let's try it again." I've noticed that isn't something I've done as much in the past.</p> <p>C: I agree. When I walked in, my hunch was that that wasn't the first time you had made them sit back down...</p>	<p>In this next probing step, the coach leads with open-ended questions to encourage teacher reflection ("What are you noticing..."). Although open ended, the question is still focused on a specific part of the observation and tied to what the coach pre-determined could be the next action step (...when you were starting rotations?).</p>



T: Nope, it was not.

C: I could tell they were frustrated but every time you had them re-sit back down and re-start rotations, more and more kids stopped talking and followed the expectations that you wanted. I was really impressed with that because you were holding them to the expectation that you wanted and not just letting a few kids slide who weren't doing what you had asked. Previously I've seen you say it, make them reset once, and that was it. Now you are doing it over and over until they get it.

T: Yeah I used to think I had to move on and get rotations started, but taking the time to get them to follow the expectations has been really helpful.

C: What else do you notice?

T: They are getting upset with one another and it seems so impulsive. I'm having a really hard time, how do I diffuse the heated conversation? That's where I still see the struggle, I'm better at reiterating my expectations to everyone and I feel more confident about it but when I have that one kid who keeps pushing no matter what I say or do, he's still going to fight me. Detentions haven't worked, clipping him down doesn't work.

C: So who would you say is still giving you the most trouble?

T: LeBron, Larry, and Magic

C: Do you notice a difference in yourself when you are handling different types of behavior problems?

T: I can handle when it's redirection. I have a hard time when they just aren't hearing me anymore

C: Do you mean like defiance?

T: Defiance, or the talking back, or refusing to take an ounce of ownership for what they are doing. What do I do with that?

C: One thing I noticed is you're super confident when you're redirecting expectation behaviors, but when you were back with your small group and there were multiple fires to put out you got a little overwhelmed.

T: Yes! Sometimes I try to figure out which is the most important fire I need to put out and I try to pick my battles. I try to prioritize it but that let's that behavior continue.

C: I would give yourself some credit because you have reiterated your expectations under control. Now it's just the next level of behavior and you need to figure out how you're going to handle it. Is it in a certain area of rotations you notice these behaviors?



	<p>T: At independent group I have to fix their name tags so they have just been picking their seats so that has caused some talking</p> <p>C: Okay so I've heard a few things: the defiance behavior is tough, when they get to independent group it's tough, and then their seating.</p> <p>T: The first two go together. I'm noticing the defiant behavior comes out of the bickering. So when I try to diffuse or break apart and separate, they won't they will just keep going and say "well ____ is doing it too why aren't you talking to them?"</p> <p>C: So the bickering from each other is then causing the defiant behavior? So what could we do to hit both of those?</p> <p>T: They just seem to bug each other a lot, touching each others paper or drawing on papers</p> <p>C: Do you address that with a consequence when you see that?</p> <p>T: They could lose a dojo point or a clip down since they are off task. I explain to them that if you are messing with someone else's paper or drawing on their paper you aren't doing your work.</p> <p>C: Would focusing on those behaviors this week be beneficial?</p> <p>T: Yeah, focusing more on their interpersonal interactions and holding them accountable for those. We just had a talk about this yesterday about being more aware of our actions.</p> <p>C: So say you saw two kids arguing, how do you want to handle that so that it can be squashed in the moment but not take away a ton of time from the rest of the class?</p> <p>T: I've noticed proximity for sure. So if I walk over to them, be close, and talk low and not make it a scene they respond really well to that. I can remind them what they are supposed to be doing or if there is an issue. In Religion, we talked about big deal or no big deal, if it's a big deal I'll deal with it right now, if it's no big deal we can deal with it later.</p> <p>C: That's great language to use</p> <p>T: I think if i'm more consistent with that language they will start to internalize it more.</p>	
<p>[3] Action step</p> <p><i>Bite-sized measurable action</i></p>	<p>C: So what do you want your focus for this week to be?</p> <p>T: I think trying to diffuse those person to person issues because if I can diffuse that easily and quickly then we would be golden.</p> <p>C: Diffuse person to person issues with close proximity, talk low, use the language of "big deal or no big deal"?</p> <p>T: Yup I think that will help a lot</p>	<p>In the action step, the coach and teacher clearly name the action the teacher will take this week. They make sure it is something small enough that can be implemented</p>



		<p>right away. Notice that the coach re-states the teacher’s action step to make it clear exactly how the teacher will diffuse the issues- with three actions the teacher is familiar with. For another teacher, focusing on just one of these actions may be the right “bite size”.</p>
<p>[4] Practice</p> <p><i>Role play how to implement the action step to prepare teachers to “go live”</i></p>	<p>C: Do you want to practice how that would sound so you feel good for when it arises this week? T: Sure that would be helpful C: Okay I’ll be LeBron and you can be yourself <i>C starts pretending to argue with another student</i> T: Small group, read the rest of this paragraph and be ready to tell me a prediction you have for the rest of this chapter <i>T walks over to C</i> T: LeBron, what is going on? C: Larry won’t stop writing on my paper and it’s making me super angry. A (whispering to R): Is this a big deal or no big deal? C: It’s no big deal, I just don’t want to sit by him anymore. T: Okay, why don’t you go sit over by Shayla so Larry can’t write on your paper? C: Okay <i>C moves over to new seat and T goes back to small group.</i> C: Great. How did that feel? T: Good. Using that language and talking quietly to them will help diffuse the situation before it escalates. C: One thing that you might add in as you are talking to a student in this situation is after you give LeBron the option to move by Shayla you could say “I’m going to be watching to make sure you stay on task over there and not distracting anyone over there. What should I see you doing?” That way LeBron knows that the same work expectations apply even in his new spot and he has the opportunity to tell you what he thinks he should be doing. T: That’s a good call. C: Can we try it one more time so you feel good to go? T: Sure</p>	<p>In the practice step, the coach helps prepare the teacher to easily implement the action step after the meeting. In this meeting, the coach plays the role of a student while the teacher practices the action step, “diffuse person to person issues with close proximity, talk low, use the language of ‘big deal or no big deal’”. An important part of practice is that the coach gives immediate feedback and the teacher gets multiple opportunities to practice the action step.</p> <p>Practice and planning (step 5) are closely tied. In some coaching meetings, practice may look less like role play and more like looking at upcoming lessons and implementing the action step repeatedly into plans.</p>



	<p><i>C and T role play again with added feedback.</i></p>	
<p>[5] Plan ahead</p> <p><i>Design or revise upcoming plans to implement the action step</i></p>	<p>C: Okay, let's look at your lesson plans for next week- is there a subject where the person to person issues occur most frequently? T: I'd say in Math. We usually have a tougher time in the afternoon. C: Okay, let's make a note in your math lesson plans to remind you to use proximity, a low voice, and "big deal or no big deal". <i>T makes notes in lesson plans.</i> C: Is there any other planning that would help you remember this action step? Would putting up a sign in the classroom be a helpful reminder? T: Yes, I think a sign would help. I could hang it in the back of the room so if an issue starts when I look up from where I'm teaching I see it as a reminder. C: Great, let's do that. <i>C and T make a poster with the words "big deal or no big deal?" to hang in the back of the classroom.</i></p>	<p>In the planning step, the coach and teacher work to incorporate the action step into the week's plans. In this meeting, the teacher makes a note in their lesson plans. In another coaching meeting this step may be more robust and include writing parts of a lesson plan that align with their action step.</p>
<p>[6] Follow up</p> <p><i>Timeline for follow up</i></p>	<p>C: That was great, I'm excited to see the impact that diffusing person to person issues with close proximity, talk low, use the language of "big deal or no big deal" has on your classroom. When is a good time for me to come in and see how this goes next week? T: Any afternoon for Math would be helpful. C: Okay great I'll come in Monday and Tuesday afternoon for Math.</p>	<p>This final step, follow up, is important because it sets clear expectations for followup. In this coaching meeting, the coach empowers the teacher by asking them when they would like the coach to observe again. This sets up the teacher for success with implementing the action step on their time.</p>