SETON
EDUCATION PARTNERS

PROBE PLANNING TOOL: INCREASING TEACHER REFLECTION

[1] Praise	[2] Probe	[3] Action step	[4] Practice	[5] Plan ahead	[6] Follow up
Specific concrete teacher actions that lead to positive student outcomes	*Targeted and scaffold questions to encourage reflection regarding the action step*	*Bite-sized measurable action*	*Role play how to implement the action step to prepare teachers to "go live"*	*Design or revise upcoming plans to implement the action step*	*Timeline for follow up*

The probe portion of an effective meeting should set teachers up to reflect and self-identify a single, "bite-sized" action step. This action step should align with the coach's reflection and result in observable student impact. This is possible when a coach thoughtfully prepares a series of probing questions planned backwards from what he or she sees as a high-level action step.

These questions should prompt teachers to reflect on their classroom and their own instructional and cultural choices, both "in-the-moment" and planned. It is important that probing questions are not evaluative, judgemental or overtly "leading" but should be free of bias and authentically provide space for teachers to identify a gap and their own solution that aligns with the coaches action step.

This resource is a tool and sample to backwards plan a menu of probing questions from a desired action step.

Teacher action step
List the bite size action step you've identified as the highest leverage to impact student learning. *Plan opening questions that will prompt the teacher to start reflecting on this action step.*
Action Step: Re-teach and reinforce rotational procedures every math and reading block for a week • How do you non-verbally get everyone's attention? • How do you signal to the computer group that they need to prepare for rotation (headphones/log-off)   ○ What do students need to do when they log off? • When does movement start? • What does the rotation sound like (student volume)? • What are the behavioral expectations in terms of students' movement?
Student learning issue (problem) this step would support? *Provide rationale for this action step through data points that illuminate gaps in instruction or culture.*
• Time is being wasted – Rotations are taking on average over 2 minutes. • Lack of accountability invites more student misbehavior and takes teacher attention away from other students • "Sloppy" rotations set students up for less engaged computer learning, which means less academic achievement • Supports student mindsets of high expectations and no excuses in the classroom.

Teacher reflection that shows they see the problem	Teacher reflection that shows they see a possible solution
"Rotations are often loud and students misbehave--it seems like we lose both time and focus. It takes time for students to get settled back in--Kathy and I are often having to deal with student misbehaviors."	"Student behavior during rotations was better when I had clear expectations for what students should be doing"
Probing question that support the reflection above *Plan questions designed to lead teachers to the issue and possible solution on their own.*	**Probing question that support the reflection above** *Plan questions designed to lead teachers to the issue and possible solution on their own.*
- What student (mis)behaviors "grind your gears"--are any of these taking place during rotations? With what frequency? - How do students know it is time to rotate? - What procedure are students following when logging off the CBs? - Are students allowed to talk during rotations? - How should students move when leaving a small group? - What path should students use when moving? - What student behaviors are common during an average rotation? - How often are you or Kathy having to deal with student misbehaviors that occurred during a rotation? - What did student rotation behavior look at its best? – How does that compare to now? - How long does it take students to start working after a rotation?	- Are you finding yourself annoyed/frustrated with behaviors as students are transitioning from SG to computers or vice versa? - What about this time is frustrating or annoying? - Was student behavior during rotations ever better? - Did students require less redirection at any point? If so, when? - When (at what point in the year) did you and Kathy have to give the least amount of verbal directions and behavioral redirections during rotation? - How did that feel compared to how rotations feel now? - When rotations felt better--what key pieces were in place? - What were you expecting of students? - How did they know what you expected? - How were you reinforcing their effort? - Did students know when a rotation met your expectations? If so, how?

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