SETON
EDUCATION PARTNERS

EXAMPLES OF PRACTICE

An essential component of an effective coaching meeting is the opportunity for the teacher to practice the agreed upon action step. This is an opportunity for the teacher to start implementing the action step with support and feedback. Meaningful practice can take a variety of forms depending on the action step and level of support the teacher needs. Below are several types of practice that could be used with different action steps. Use this resource to help identify the type of practice that would be most meaningful in a particular coaching meeting.

Practice	Example
Role playing	**Action step:** *Use MVP directions at the beginning of every rotation.* **Practice:** Teacher practices verbalizing MVP directions. Coach gives feedback. Teacher verbalizes a second time. Continue until the teacher and coach feel good. *Might include the coach acting as a student following directions given.*
Scripting	**Action step:** *Introduce Imagine Math tracker to students on Friday.* **Practice:** Teacher and coach script out how the teacher will introduce the tracker to students. When possible, also includes verbalization of the script after it is written.
Creating	**Action step:** *Implement groups that reflect new iReady Data on Monday.* **Practice:** Coach guides teacher through creation of new groups, including reflections on which data point to use, pushing when necessary (i.e. not all groups have to be equal/maybe that student can benefit from being in the higher group)
Data analysis	**Action step:** *Reteach angles lesson on Friday.* (based on exit ticket) **Practice:** Teacher and coach look at exit ticket data (or other data that is available) to determine next steps. This could involve sorting data and/or item analysis.
Lesson planning (Creating or adjusting)	**Action step:** *Model Achieve3000 expectations for students on Tuesday afternoon.* **Practice:** Teacher and coach might select features to model, identify key points for each feature, script/bullet wording, practice verbalizing, plan student practice, etc. **Action step:** *Adjust rhyming lesson for Wednesday.* (based on exit ticket) **Practice:** Teacher and coach do an item analysis with the data available. Teacher and coach then create/adjust a lesson plan, planning objectives, assessment and/or key points.
Teacher led *practice could be any of the above with the coach taking a less directive and more supportive/thought partner role	**Action step:** *Plan summarizing lessons based on pre-assessment data.* **Practice:** Item analysis might be done by the teacher *prior* to the meeting, and the coach has the teacher explain their thinking, and talks through next steps, guides him or her but does not directly lead the item analysis.