

Coaching Worksheet

Teacher: _____ School: _____

Unit: _____ Class Work: _____

Homework: _____ Date: _____

Coaching Focus: Discourse Pacing Mathematics Other: _____

GENERAL

- a. How do you think the lesson went compared to what you expected?

- b. What went well? What happened to make you feel that way?

- c. Were there times in the lesson when students were struggling with the mathematical ideas?

- d. What would you change or modify next time?

OVERVIEW

- a. How comfortable are you with the level of sophistication your students achieved with _____?

- b. What ideas will you continue to emphasize?

- c. What do students understand about _____?

- d. What were you thinking when you asked _____?
How did _____'s response compare to what you expected?

- e. What do you think _____ was thinking when he/she asked _____?

- f. Why do you think _____ said _____?

- g. What sense do you think _____ is making from the ideas in this Unit? How will you assess his/her level of understanding?

- h. Where will you go with this idea tomorrow? In the future?

- i. How would you modify the lesson if you had the chance to repeat the class?

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LAUNCH

- a. What did you have to think about when you planned the Launch?
- b. How did the Launch engage the students in the Problem?
- c. What information/background did the students have to help them engage in the Problem?
- d. What did you observe from the Launch? Was there too much information?
Too little? Just right?

EXPLORE

- a. Why did you decide to have students work individually, with a partner, in groups, or as a whole class?
- b. What did you do to provide for individual differences in the class? (scaffold, extend)
- c. What did students struggle with? What did they make sense of?
- d. What did you observe during the Explore that helped you shape the summary?

SUMMARIZE

- a. What did the students learn today? What is your evidence?
- b. What misconceptions became apparent during class?
- c. How did the summary compare to what you had anticipated?
- d. Did all major mathematical ideas of the lesson surface during the summary?
No? When will you revisit them?

Yes? Is there a way to extend students' thinking?
- e. What questions did the summary raise for students? For you?