

Step 2: Identify

Goal: Teacher and coach will identify a compelling, specific, measurable goal for coaching interactions

Setting the Goal: Goal setting is a delicate dance, so the process needs to be personalized to each teacher and his students' unique needs. Therefore, these are guidelines—not a rote process to be followed.

1. Ask questions that prompt teachers to discuss the best aspects of the video, such as “What went well?” Listen. Respect what Susan Scott (2002) calls the “sweet purity of silence.”
2. Ask questions that prompt teachers to explore other aspects of the video such as “What surprised you? What did you learn?” Listen.
3. Probe further by asking good probing questions such as “What do you mean when you say . . . ?” “Tell me more about . . .” or “What will happen if . . . ?”
4. Identify a student behavior on which the teacher would like to focus by asking questions such as “What would you like to see more of?” “What change would you like to see in your students?” or, “If things were ideal in your class, what would be different? What would you see and hear?”
5. Target data that can be used to measure the desired behavior. This may involve gathering more data, revisiting the data, or meeting again.
6. Collaborate with the teacher to name the compelling, specific, goal that will usually be measured by student data (such as time on task or other forms of engagement data, disruptions, correct responses, students responding to questions, student products, or teacher's anecdotal data).