

**Teacher Interview Form
Session 1: Engaging**

Explore the teacher's role in the school and their approach as a teacher:

Explore what makes this year unique:

Explore the teacher's strengths and areas for growth:

Explore what the teacher likes about their job:

Discuss potential areas of improvement:

Values Discovery Activity Session 1

This exercise invites the teacher to identify his or her values within the context of education and teaching. Coaches are encouraged to consider what is best for each individual teacher, adapting the activity to meet the teacher's unique needs. The activity can be completed as described below (i.e., using the Value Discovery Cards) or in a discussion format.

1. Introduce the activity by saying; "I'd like to learn more about the values that are most important to you in your teaching, and what your hopes are for the students in your classroom - now and in their future."
2. Give the Value Discovery Cards to the teacher and ask that they review them and then select the 2-3 values that they see as most important to them as a teacher.
3. Once the teacher is finished, facilitate a conversation around why the teacher selected those three values that they did

Teacher Values Discovery Cards

<p>Acceptance/Tolerance</p> <p>To model and teach acceptance and respect for differences.</p>	<p>Family</p> <p>To involve families in the education of their students.</p>
<p>Cooperation</p> <p>To model and teach cooperation and collaborative work with others.</p>	<p>Independence</p> <p>To provide learning activities that foster independence in students.</p>
<p>Responsibility</p> <p>To model and teach reliability and responsible decision-making.</p>	<p>Community</p> <p>To create a classroom community that models civility.</p>
<p>Friendship</p> <p>To foster and support the development of friendships among students in my classroom.</p>	<p>Job/Career</p> <p>To reinforce the importance of education in students' future career choices.</p>
<p>Pleasure/Fun</p> <p>To provide students the opportunity to have fun and play.</p>	<p>Abilities/Skills</p> <p>To provide learning activities that foster highly competent abilities/skills.</p>

<p>A Diverse Education</p> <p>To help students learn and grow in their understanding of the world.</p>	<p>Self-esteem and Confidence</p> <p>To help students feel good about themselves and accept themselves as they are.</p>
<p>Health</p> <p>To model and teach physical wellbeing and healthy lifestyles.</p>	<p>Emotional and Physical Safety</p> <p>To provide a safe and secure environment for all students in my classroom.</p>
<p>Achievement</p> <p>To support students' learning and achievement.</p>	<p>Mentoring</p> <p>To guide others in the process of becoming effective teachers.</p>
<p>Very Important</p>	<p>Write your own value:</p> <p>_____</p>
<p>Not Important</p>	<p>Important</p>

Session 2: Assessing Current Practices

The teacher interview was complete in Session 1. In Session 2, please review the observation data and instructional practices, then talk about what area of focus need attention.

How does the material relate to the teacher’s own strengths and weakness?

Does anything from the materials feel like it will be useful? How might you consider applying it in the classroom?

Where would you like to focus first?

Identify a first step that could be taken towards accomplishing this goal:

To prepare for Session 3, the teacher can reflect on the potential positive impact of the new strategies in their classroom and come prepared to discuss their thoughts and next steps with their coach.

Engaging Students: Opportunities to Respond (OTR) & Positive Feedback

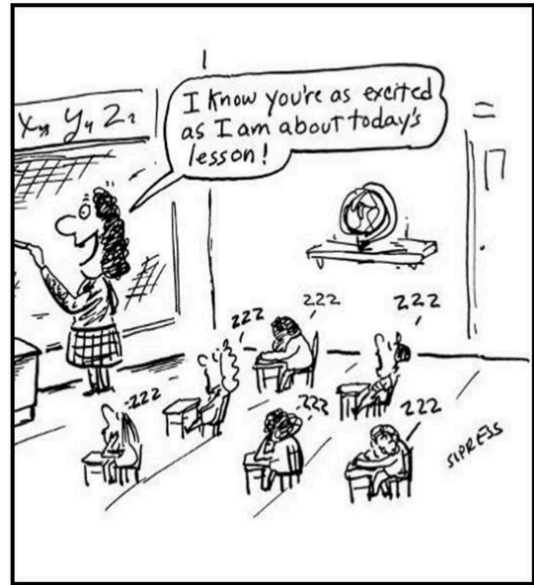
Best Practices are those that are known to provide the highest probabilities for success. For teachers, best practices maximize the probability of student success, and while nothing is a sure thing, some strategies work better than others.

Best practices are identified through empirical research. They are practices shown to have a large positive effect in comparison to the alternatives. Consistently, the data confirms that for students' positive interactions with adults, and engagement during instruction, are perhaps the most important predictors of student success.

These two strategies create:

- Decreased rates of disruption and off-task behaviors.
- Increased active attention to lesson.

Positive Feedback is an essential component of effective instruction and is associated with student academic and social success. Positive Feedback simply means that the teacher has clearly indicated to the student(s) that their behavior is appropriate/correct.



Types of Positive Feedback include verbal, tangible, and group attention. During instruction, teachers can provide high rates of verbal positive feedback without interrupting the lesson. Effective positive feedback is delivered immediately after a behavior, with specificity, and in a genuine manner.

Here are some examples:

- Thanks for being in your seats and ready.
- That's the right way to _____, thanks.
- I'm impressed by how you've _____.
- You are really doing a good job with _____.

OTRs - Engagement is a Teacher Behavior:

Teachers can enhance student engagement during instruction with specific behaviors that are known to keep students actively thinking and learning. For many students, this will not happen without careful planning and delivery by the teacher.

By providing opportunities for students to respond during instruction teachers can facilitate student engagement, we call these **OTRs**. Any teacher behavior that makes the student think about the curricular content and respond in some way is an OTR. We've provided several examples of OTRs on the back of this page.

Engaging Students: Opportunities to Respond (OTR) Examples

Opportunities to Respond - OTRs

- An interaction between a teacher’s academic prompt (i.e., verbal, visual, or written) and student(s) verbal, written, or gestural responses.
- We see significant improvement in student engagement and decreases in disruptions when teachers use OTRs at a rate of at least 3 per minute during explicit instruction

Verbal Engagement:

- **Whip Around**
“Name one of the 44 Presidents of the United States of America – think (pause 5 sec.) – we’ll start with the front row”
- **Choral Responding Examples**
What type of OTR are we using? (pause 5 sec.) Everyone.
What is the capital of Oregon? (pause 5 sec.) Everyone.

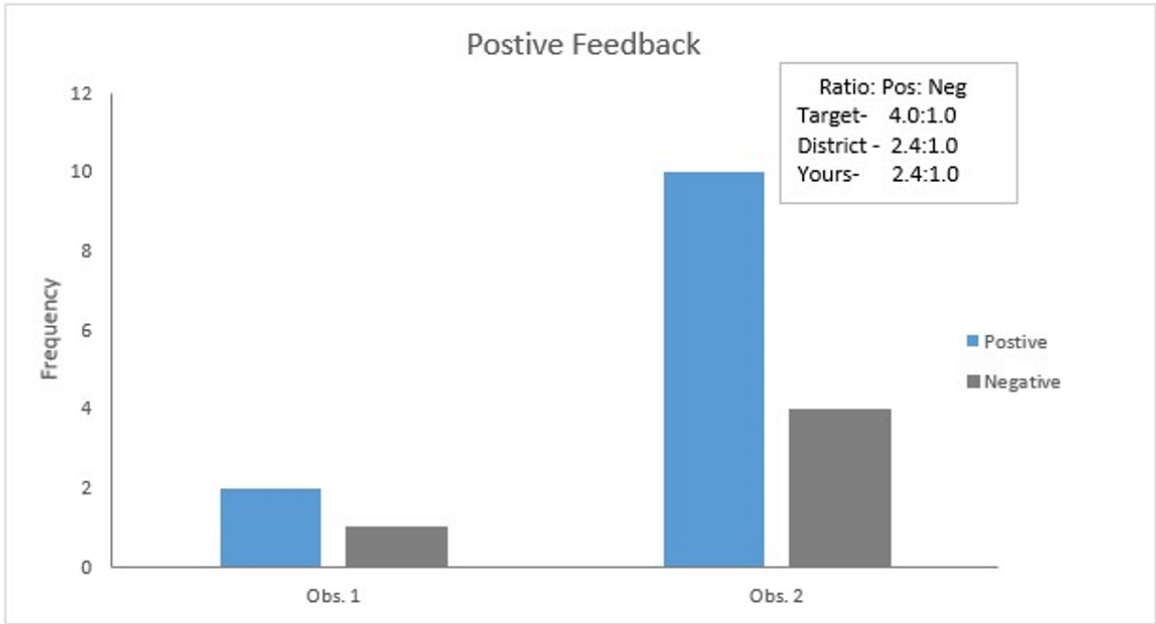
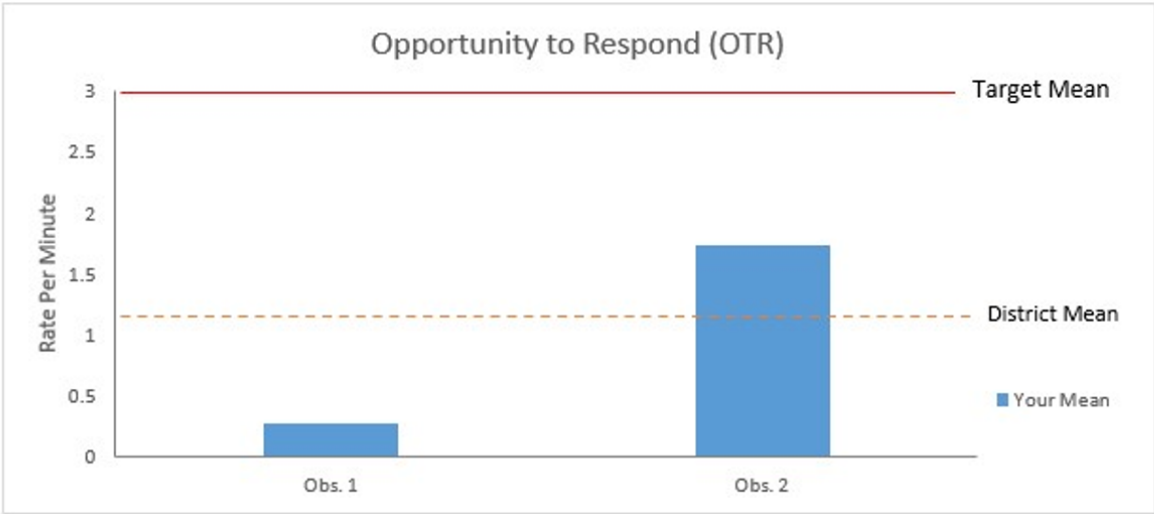
Non-Verbal Engagement:

- **Thumps Up-Down**
 - Have you used or seen hand signals during instruction?
- **Fist-to-five**
 - What is your level of understanding of OTRs?
- **Fingers as Number**
 - What is the recommended OTR per minute?
- **Response Cards**
 - Using your *true or false* card, answer the following question:
 - **Louisville is the largest city in the Commonwealth of Kentucky**
 Using your multiple-choice cards, answer the following question:
 - **Louisville was founded in what year?**
A: 1792, B: 1800, C: 1778, D: 1775, E: Don’t Know
 Using your grid and dry erase marker, draw as many arrays as you can for the number 6.
Using the back side of the card, **list the factors of the number 6.**
- **Written- Stop & Jot**
 - Jot down a brief definition of one strategy that we have talked about.

Partner and Teaming Engagement:

- **Cued Retell**
 - Get into partners (1 & 2) **1s:** What are the 4 steps of the individual response routine, **2s:** Prompt when necessary
 1. Ask a question/give prompt
 2. Give Response cue
 3. Wait time for 3-5 seconds
 4. Give feedback on responses
- **Turn & Talk**
 - Which response methods would be the easiest to incorporate into a lesson?

Engaging Students with Positive Feedback Motivational Interviewing Skills for Coaches (MISC)



Session 3: Identify a Focus Area

You reviewed the observation graphs and the OTR and Positive Feedback handout in session 2 and prioritized a focus area. In session 3, please explore the potential impact of improving in this area and potential first steps for integrating this skill into daily teaching.

In session 2, what area of focus was identified as most useful or important for the teacher’s work?

What impact would improvements in this area have in the classroom?

Were any initial steps taken by the teacher? If so, were changes observed in the class?

Discuss any additional benefits of making the change, describe them here:

What is a next step the teacher can take this week?

To prepare for Session 4, the teacher can reflect on concrete ways they intend to incorporate this strategy into their work. A more detail plan will be completed in the final session.

Session 4: Plan of Action

The teacher will work to increase/decrease/improve the following strategies/behavior(s):

Reasons for Change:

Action Step 1:

By this date:

Action Step 2:

By this date:

Action Step 3:

By this date:

Recording Device Instructions:

For each coaching session you will use the thumb drive we have provided to record your session. Here are some simple instructions and reminders for how to use the device.

1. Always plug the device into a computer or wall charger for at least 30 minutes ahead of each session. This can occur a day or so before, but it is very important to be sure the device is charged.
2. At the beginning of each session flip the power button to the "ON" position, you will see a light turn on to notify you that it is recording.
3. Leave the switch in the "ON" position for the entire coaching session
4. After the session is finished flip the switch to the "OFF" position, you should see the light turn off.

We will handle the uploading of your recordings during our weekly PLCs. We will occasionally swap devices with you to ensure there is enough memory for your coaching.

Thank you.