

Suggested Coaching/Mentoring Dialogue

Questions for Instructional Balance in Literacy Learning:

1. How did you determine the lesson focus? Why is this focus important?
2. How did explaining the steps in using the skill or strategy help scaffold instruction for students?
3. How effectively did your model or demonstration capture students' attention and give them the confidence to try the skill or strategy?
4. How well did the guided practice opportunity meet the needs of all levels of learners?
5. In what ways did the students independently apply the skill or strategy to text?
6. What insights did students share when asked to reflect on the use of the skill or strategy?
7. How could you incorporate this skill or strategy into other curriculum areas?
8. What changes might occur as a result of our discussion?

Reading and Writing Instruction

1. How do you protect your daily time from outside intrusions?
2. How do students use reading and writing in the curriculum areas?
 3. How are previously taught lessons revisited in new reading and writing instruction?
4. What is an example of a lesson that addresses several reading and writing goals?
5. What options are available for integrating more reading and writing instruction into the school day?
 6. What changes might occur as a result of our discussion?

Scaffolded Instruction

1. What planning is required so that a lesson ensures success for all learners?
2. What is an example of ways you scaffolded or supported individual learners within one particular lesson?
 3. What prompts or open-ended question stems do you use to scaffold learners?
4. How do you make time for small-group mini-lessons and individual coaching in your daily schedule?
 5. How can you move your students toward more responsibility in their learning?
6. How effectively is the gradual release of responsibility working in your classroom?
7. What changes might occur as a result of our discussion?

Self-Directed Learning

1. In what ways are your students involved in self-directed learning?
2. How have you modeled or demonstrated problem solving within a particular lesson?
3. What problem-solving strategies have you observed students using during guided practice?
4. When have you observed a student transferring learned problem-solving behaviors to a new situation? In what ways did he or she achieve success in this situation?
5. What changes might occur as a result of our discussion?

Effective Classroom Management

1. In what ways would a visitor to your classroom perceive your focus on literacy?
2. What specific structures and routines do you implement to facilitate productive learning experiences?
3. How do you organize your daily literacy block?
4. What classroom groupings are available for your students?
5. Where and how do you find needed materials for lessons?
6. What does collaboration look like in your classroom?
7. In what ways are students given responsibility and choice in your classroom?
8. How do you support a classroom community of learners who maintain a mutual respect for one another?
9. How do you transmit behavioral expectations to your students?
10. How are conflicts handled in your classroom?
11. If time and money were no object, how would you change your classroom schedule and environment?
12. What changes might occur as a result of our discussion?

High Expectations

1. In what ways do you work to motivate students of all levels? How is this reflected in your lesson design?
2. How can teachers display confidence in students in nonverbal ways?
3. What is the basis of your belief that all students will learn?
4. How are students encouraged to meet their potential?
5. What is one particular experience you remember when your high expectations helped a student succeed?
6. What is the relation of scaffolding to expectations? How can we prevent incorrect perceptions about scaffolding by students, parents, and the general public?
7. What changes might occur as a result of our discussion?

Purpose

1. How extensive is your background in the areas of reading and writing instruction?
2. In what ways do you want or need to expand your literacy knowledge?
3. What are your basic beliefs about literacy learning?
4. How often do you refer to mandated standards in your lesson scheduling and preparation?
5. How do you make students aware of the rationale for each lesson?
6. How do students use reading and writing to learn in the content areas?
7. How would your students explain the importance of reading and writing in the world outside of school?
8. What changes might occur as a result of this conversation?

Classroom Interaction Style

1. In what ways do modeling and demonstrations surpass explaining when presenting new information to students? 2. What changes might make the modeling portion of your lessons more effective?
3. How is learning affected when students perceive teachers as coaches or mentors?
4. How are students asked to take responsibility for their own thinking?
5. How can purposeful questioning influence the outcome of a lesson?
6. What changes might occur as a result of this conversation?