

Coaching Conversation Debrief Plan

Teacher observed: Mr. Delgado

1	Question: How are you feeling about today?	
	<i>My Thinking</i>	<i>Lenses Used</i>
	This will reveal some information about Mr. Delgado’s emotional intelligence—what language does he use to discuss what happened? How does he name his own emotions, or does he bypass that topic and move into other topics? I want to start our conversation by opening this space, also because in order to have a discussion about other areas we often need to clear emotions first. This is what makes coaching unique and effective—we acknowledge the presence and role of emotions, we attend to them and support our clients in processing them.	Emotional Intelligence
2	Question: How do you see the “problem” or the challenge in that incident? What do you think was going on?	
	<i>My Thinking</i>	<i>Lenses Used</i>
	I want to understand how Mr. Delgado sees “the problem.” Is it his own management skills, as the principal believes? Is it the students and the disruptive student, as teachers sometimes feel? Does he feel that someone else (the principal) has defined “the problem” and determined that really, he is the problem?	Inquiry
	If Mr. Delgado talks about the students’ behavior, I may ask if there are specific periods groups of students that he struggles more with.	Inquiry
	I am curious how Mr. Delgado will speak about the students’ emotional expressions—how does he name their feelings? How does he interpret them? Did he recognize Davontae’s frustration level when he entered the room? How does Mr. Delgado deal with students’ feelings and did he recognize his own increasing frustration?	Emotional Intelligence
	I will be listening in this conversation for how Mr. Delgado talks about power, if he does at all. Does he see power as residing within the classroom teacher? Does he feel students have “too much power,” or none at all? I may ask him directly where he feels that the power lays, if he doesn’t address this question.	Systemic Oppression
I am also wondering if Mr. Delgado makes any connection between his instructional skills and student behavior. I wonder if there’s an entry point	Inquiry	

	here for instructional coaching which could incorporate everything from instructional objectives to his vision for himself as an instructor.	
3	Question: What are your strengths as a teacher? What areas would you like to work on?	
	<i>My Thinking</i>	<i>Lenses Used</i>
	Although I believe that I'll need to start this conversation by addressing what I observed today, I would like to shift it at some point (fairly early if I can) into a broader conversation about Mr. Delgado's strengths and areas for growth. I really want to know what he feels he's bringing as an educator—I want to start building on these immediately. I also want to know what areas he identifies as areas for growth.	Change Management and Adult Learning
	Based on what he identifies as areas for growth, I will let him know that I'm going to explore what resources there are available to support him. It's important that he not feel that he needs to grow and that there are no supports.	Change Management
	I will also listen carefully throughout our conversation for indicators of his will to change and what areas he seems more willing to work on. When exploring the area of will, I'll pay close attention to the tone of voice he uses, his cadence, the words he chooses, his body language and all non-verbal cues as to how he feels. Will is very tricky to explore.	Change Management and Adult Learning
4	Question: I don't know much about your background. Could you tell me a little story about why you got into teaching and when you've felt successful as a teacher?	
	<i>My Thinking</i>	<i>Lenses Used</i>
	These questions will give me some valuable background on Mr. Delgado. If I'm going to coach him I not only need this information but I want him to know that I'm interested in it, that I want to know who he is and what he's done well. In order to get to a goal setting place, we need to get this information on the table first. I also need to understand his perspective—based on his age, gender, ethnicity and life experiences—in order to support him.	Adult Learning Emotional Intelligence
5	Question: I'm also curious about your feelings and beliefs about classroom management—what have you seen that's effective with young people?	
	<i>My Thinking</i>	<i>Lenses Used</i>
	This question might allow me to explore how Mr. Delgado views himself within a system of management, or oppression. It will also give me insight	Systemic Oppression

	into what his knowledge base is, what kinds of skills he has in this area, and what his will to change might be.	Change Management
6	Question: I know that you're new to this school this year. Can you tell me a little about how you learned the behavior management system this school uses?	
	<i>My Thinking</i>	<i>Lenses Used</i>
	I'm curious about how the administration made their expectations clear for teachers; how was Mr. Delgado brought into a system?	Systems Thinking
7	Question: I'm also wondering about how students are assigned to Spanish. What's your understanding of this process?	
	<i>My Thinking</i>	<i>Lenses Used</i>
	Another question to explore the school's systems, and Mr. Delgado's understanding of how this system is set up and run.	Systems Thinking
	Depending on his answers and understanding, I want to let him know that I'd like to ask the principal and counselor some questions about how schedules are made and student assignments determined.	Systems Thinking and Inquiry
8	Question: How has it been for you coming to work at this school? What's been challenging? What are you enjoying?	
	<i>My Thinking</i>	<i>Lenses Used</i>
	I'm curious whether Mr. Delgado will address any factors around age, race, ethnicity and background. I know they play a role—within a system that is inherently oppressive, they always place a role. Does Mr. Delgado raise any of these issues? If not, I may ask him what it's been like to be a man of African decent teaching African American students, what his relationship is like with his male students—does he think they see him as an ally? Or do they engage in power struggles with him?	Systemic Oppression
	I will also pay attention to how Mr. Delgado describes his emotional experience of being at this school and facing the challenges he's dealing with. Does he feel that he can grow and learn from facing these challenges? Does he want to? Does he seem optimistic?	Emotional Intelligence