



ON-SITE COACHING SAMPLE VISIT AGENDA & MEETING NOTES

This document is intended to provide an example of how time with Lavinia Group coaches may be utilized during on-site visits. Ahead of time, coaches will collaborate with RISE summer school leaders to establish clear visit goals and agendas, aiming to align with campus priorities and ensure an exceptional RISE summer school experience.

TIME	TOPIC
9:00-9:30	<p>Framing for the Day</p> <ul style="list-style-type: none"> • Review goals and agenda and confirm observation pathway, shared look for indicators, and norm on any tools used for the walkthrough • Align on artifact collection in classrooms <ul style="list-style-type: none"> · Student and teacher engagement · Student work · Celebration walls, data walls, word walls, etc · Project-based work · General moments of joy and fun showcasing student engagement

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TIME	TOPIC	
9:30-10:15	Classroom Observations <ul style="list-style-type: none"> Teacher A 	
	STRENGTHS	OPPORTUNITIES
	<ul style="list-style-type: none"> Teacher A is actively circulating the room to look at student work Teacher A says, "Let's look at the problem first. What did you annotate as you looked at the problem?" Then, he cold-calls on a student. He wrote "\$150" on the board and then asked another student to share. There is an excellent use of cold calling throughout the lesson. While modeling the problem, Teacher A repeatedly calls on various students to answer CFUs. After sending students back to work on the task ($205\% \rightarrow 2.05 * 150$), he immediately begins circulating to check student process on the task. He asks, "Alright, did anyone do something a different way? I know who it was—how did you do it, Carmen and Armstrong? Tell me what you did to set it up differently but get the same thing?" Then, he asked, "What did Norris not do?" Throughout this process, he questioned the process, rather than just the product of the task. Teacher A models the use of content-specific language ("variable" instead of "x"). Doing this repeatedly models mathematical language for students, as well. Finally, he asks, "How many different ways did we get to the same answer? 3. Some have a few steps more, and neither is right or wrong." After the model, students were immediately given another at-bat on Lesson 12 (ET). This was an excellent transition from the model into the closing independent task, which assessed the levels of student mastery on the day's objective. 	<ul style="list-style-type: none"> Teacher A moved into discourse—what did the data tell him? Did students need a direct model or discourse? What percentage of students struggled with this task? <ul style="list-style-type: none"> Name the data when bringing students back together and pause to ensure 100% when reviewing. i.e., "We did an excellent job with ___. We struggled to ___." Students are receiving positive praise during independent practice. To increase the product of their work in the moment, when monitoring, narrate your laps and share precise academic praise/feedback. i.e. "First, I'm coming around to check for annotated prompts. Then, I'm coming around to check for [problem set-up]. Check if you've got it, star if you need to review." Teacher A ends with a self-report, "Is everyone good with that? Does anyone have any questions?" To strengthen the model even further, end with a stamp of the transferable takeaway. <ul style="list-style-type: none"> Stamp the key understanding: "What are the keys to remember?" or "What steps did we take to get to the final answer?" First, we ___. [CC student] Then, we ___. [CC student] So, whenever we see [task], we [transferable takeaway]. Awesome, let's apply this to another task. [CC student], read out the prompt. Quick Hit: To increase the quality of discourse, push for a strong voice so that peers can hear each other; even if the teacher can hear, it was difficult for students to listen to each other.

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TIME	TOPIC
10:15-10:45	<p>Observation Debriefs: Review wins, areas of opportunity, and coaching next steps.</p> <ul style="list-style-type: none"> • Debrief <ul style="list-style-type: none"> · How do we give students more opportunities to speak? The goal is to increase student discourse and allow students to struggle productively before we intervene. • Opportunities <ul style="list-style-type: none"> · Academic Monitoring: Name the laps and capture data while circulating to review student work. · Stamp the Transferable Takeaway: After discourse/review/model, ask students to reiterate the thinking steps. • Quick Hits <ul style="list-style-type: none"> · Set timers to project as students work and for teachers to reference to provide time cues.
10:45-11:30	<p>Review Student Work</p> <ul style="list-style-type: none"> • Meet tomorrow from 9-9:45 a.m. • Bring ETs from today's lessons with the story problems rubric. <ul style="list-style-type: none"> · Lesson 12 in 8th grade · Lesson 9 in 7th grade • Debrief glows and pushes from the lessons observed. • Look at student work—what are the criteria for success on this task? • Score student work—what are the strengths? What is the trending error? • Where in today's lesson can we respond to yesterday's ET data?
10:45-11:30	<p>Closing Meeting</p> <ul style="list-style-type: none"> • Review findings and next steps • Gather feedback • Confirm next visit and draft goals
10:45-11:30	<p>Draft Follow-Up E-Mail, Departure</p> <ul style="list-style-type: none"> • Note: One e-mail from the week will be sent on EOD Friday!