

Figure 1.4 Elementary School Goal-Setting Conversation

- Coach: I'm looking forward to working with you during our upcoming coaching cycle. You probably remember that we always start by determining a student-learning goal for our coaching cycle. What are you thinking?
- Teacher: I'm not sure about a student-learning goal. What I really need help with is a math unit coming up in two weeks that I've never taught. I need help with resources, strategies, and some formative assessment ideas. If you can get me those, then I should be ready to go.
- Coach: It's great that you are thinking through the unit ahead of time. Let's take a minute to review the unit so that we are clear about the learning we are after for your students. *(Coach pulls out the unit and standards)*
- Teacher: Ok, but what I really need is resources and activities.
- Coach: We'll definitely brainstorm resources and activities, but we need to start with a goal for student learning. That's key to understanding how we will teach and assess. It will also help us stay focused on your students.
- Teacher: Well, I suppose the goal is for my students to correctly add and subtract three digit numbers. I'd like them to do this quickly and from memory.
- Coach: Okay, that makes sense. As I look at the unit, I notice an emphasis on using a variety of strategies for solving these types of problems. For example, using place value, breaking apart numbers, and so on. What if we focused on helping your students use more strategies than just memorization? If we went in this direction, then we'd be right in line with the unit.
- Teacher: I guess more strategies would be okay. I just want them to get the correct answer and not count on their fingers anymore.
- Coach: I agree that the correct answer is important. How about if we make our goal for student learning something like "Students will understand and use a variety of strategies to correctly add and subtract three digit numbers." Would that goal work for you?
- Teacher: Sure, as long as I get some ideas for activities, too. That's really where I'm stuck.
- Coach: Of course! You'll remember that we have a weekly planning session as part of our coaching cycle. We'll do lots of planning together. We can also co-teach some lessons to try out some different ways to teach the lessons. Sound ok?
- Teacher: Sounds great. I'm excited to get started.