



Preparation dialogue with teacher. "I wanted to meet with you briefly today to ask you a few questions. These questions will allow me to get to know you better and give me an idea of your classroom management style. We will also talk a little bit about any past experiences you have had in receiving feedback and support to improve your teaching. Before we start, do you have any questions?"

I. Teacher Experience

1. What was it that made you want to become a teacher?

2. How long have you been a teacher? Have you always taught this grade level?

3. What do you think is the best thing about being a teacher?

4. What do you find to be the most challenging thing about being a teacher?

Provide a brief summary of the discussion so far. You can also build rapport by connecting personally and normalizing the challenges faced by the teacher.

II. Card Sort Activity

"Now I would like to do an activity together. It is fun and will let me get to know you better. I have a set of cards (show the teacher the cards). Each card has a value or quality listed on the front. I would like you to go through the cards and sort them into three piles. You will make a pile of cards that represent values or qualities that are most important to you, somewhat important, and less important. When you are done, we will talk about the cards you have selected as most important."

Conduct the Values Card Sort Activity.

Write down the top 3 most important values to the teacher:

1. _____
2. _____
3. _____

Provide a brief summary of the values discussion.



III. Classroom Management Style

"Now I am going to ask you a few questions about how you manage student behavior in your classroom."

1. How would you describe your current classroom management style?

What do you consider to be areas of strength with regard to your management style?

What are some challenges that you face?

2. Do you have classroom rules? If so, what are those rules?

3. Do you use reward systems in your classroom? If so, what do those systems look like?

4. How do you manage misbehavior in your classroom?

5. When working with a student with difficult behavior, what strategies have you found to be most effective for you? What strategies have you found to be ineffective?

Provide a brief summary of the discussion in this section. You can also connect to the teacher by giving examples of shared experiences (if brief and appropriate) and by normalizing difficulties.

IV. Discussion of Ideal Classroom

1. If you were to picture your ideal classroom, what would that look like?

2. What do you hope the students in your classroom remember about you?

Provide a brief summary that connects to earlier stated values if relevant.

V. Past Experiences

"I have just a few more questions about your past experiences with coaching, mentoring, or with someone giving you feedback and working with you to improve your teaching."

1. What has been your past experience with coaching or mentoring?

2. What did you find helpful?

3. What, if anything, did you find not helpful?

Describe the next steps using the CCU Model.

*"Let me briefly describe what we will be doing together. We are going to work together to identify some areas of improvement with regard to classroom management. The first thing I would like to do is come to your classroom and observe. During the observation, I will be gathering information that will help us figure out what specific strategies you might want to try out in your classroom. When I visit, I will be looking at how the classroom is arranged, how you use praise and reprimands, and how students are behaving with regard to the number and types of disruptions and their level of engagement. **Any of the information I gather will only be shared with you and not used to evaluate you in any way.** After I gather this information, we will meet to review it together. We will look to see if there are any areas that you want to improve or identify a new strategy you might want to try in your classroom. I will also come back to visit to see how things are going. Do you have any questions or concerns?"*



Set up time for first observation.

Date: _____ Time: _____ Class Period: _____

1. When I come to observe, what specifically do you want me to notice?

2. Do you have any behavioral challenges in your classroom that you want me to be aware of?