



First-Grade Coaching Cycle: Apply (Jon and Ismerai)

General Observations

- Ismerai notices where the students focus their attention.
- She listens for opportunities to encourage students, understands when to pull back, and provides more support.
- Ismerai listens to students' language and seeks to provide math vocabulary when they might not use them.
- Ismerai debriefs and reflects on students' responses and why they might have responded in a certain way.

What did I learn from the coaching experience?

- Ismerai is comfortable implementing early math activities with children. During the co-teaching portion of the lesson, she confidently facilitated conversations in small groups and supported children to use math vocabulary.
- She is interested in growing her teaching skills. For example, she wants to ask more open-ended questions and facilitate more small-group activities in ways that invite all children to share their ideas.

Coachee's Next Steps (Ismerai)

- Keep thinking about how to ask open-ended questions and build on children's responses to promote a growth mindset and stretch children's thinking.
- Introduce the math language of "quarters" and "one-fourth" to students.
- Create more opportunities for students to talk in pairs to increase math discourse and engagement.

Coach's Next Steps (Jon)

- Based on Ismerai's areas of growth, I can conduct classroom observations and collect some data. For example, I can track the number of closed- and open-ended questions she asks during a lesson and tally which children she calls on to answer the questions. We can debrief and reflect on these data in a follow-up conversation.
- Help deepen Ismerai's content knowledge in areas she may feel less familiar or comfortable with (for example, creating fun, integrated math lessons that address multiple math topics like geometry and fractions). Help her recognize what children will learn about geometry and fractions next year.
- For the next coaching session, plan to observe a lesson. Collaborate with Ismerai to identify one or two specific goals for the observation. Together, we will discuss which aspects of the lesson I can offer more or less support, depending on her comfort level and individual goals.

