

Questioning Skills for Coaching

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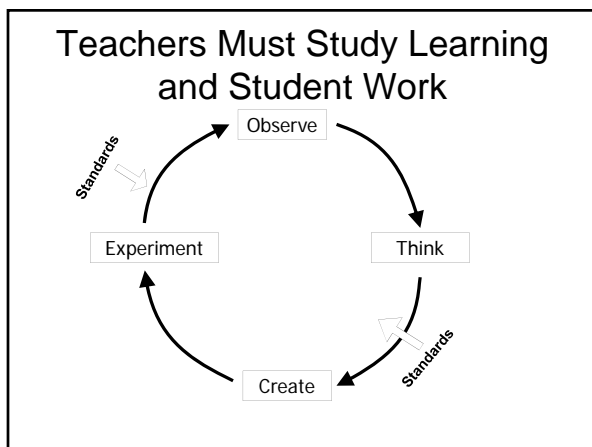
Teaching
(Can be)

- Neat
- Orderly
- Sequential
- Managed
- Documented

Learning
(Often is)

- Messy
- Spontaneous
- Irregular
- Non Linear
- Complex

<p>Teaching <i>(Can be)</i></p> <ul style="list-style-type: none"> • Neat • Orderly • Sequential • Managed • Documented 	<p>Learning <i>(Often is)</i></p> <ul style="list-style-type: none"> • Messy • Spontaneous • Irregular • Non Linear • Complex
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CONVERSATIONS

- When students have reading difficulties, what do you hear teachers say?
- What do you see teachers do?

- What is the common pattern in the classrooms where teachers are missing “teaching reading” skills?

CONVERSATIONS

- What strategies are most teachers using to assist students in improving reading?
- How are various grade levels similar and different in their efforts to build student reading skills?

CONVERSATIONS

- What relationships exist between teachers' expectations and their focus on reading instruction?
- What three teacher behaviors could have the biggest impact on student achievement at your school?

CONVERSATIONS

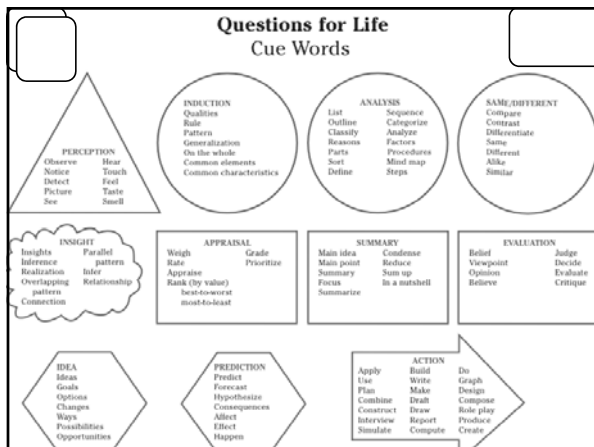
- In a nutshell, what has the impact of the reading coach program been so far?
- What percentage of teachers do you believe are willing to experiment with currently unused strategies to improve student reading abilities? How much effort should the leadership in your school invest in this? Why?

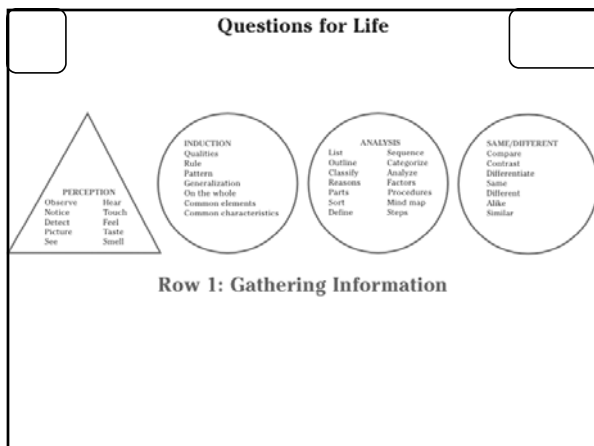
CONVERSATIONS

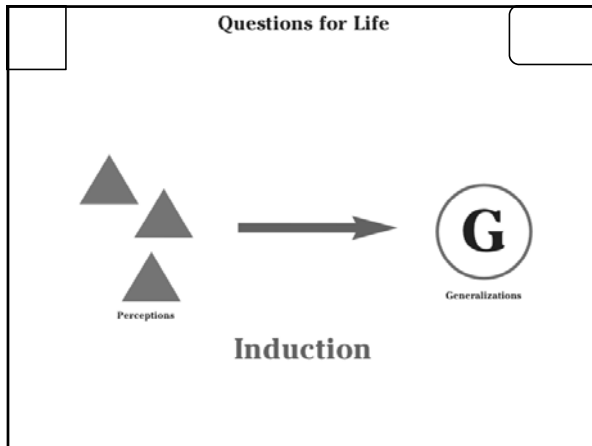
- What options exist for motivating staff to join in coaching for increasing student achievement?

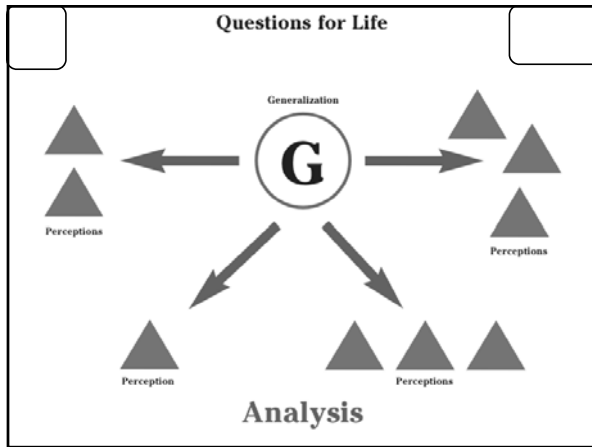
- What risks do we run to try? What risk if we don't?

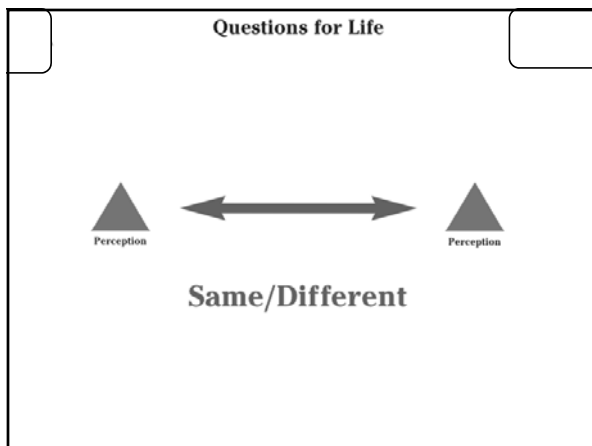
- Timeline and plan.











Questions for Life

INSIGHT

Insights
Inference
Realization
Overlapping
patterns
Connection

Paradig
pattern
infer
Relationship
patterns

APPRAISAL	SUMMARY	EVALUATION
Weigh Rate Appraise Rank (by value) most-to-least	Main idea Main point Summary Focus Summarize	Relief Viewpoint Opinion Believe
Grade Prioritize	Condense Reduce Sum up In a nutshell	Judge Decide Evaluate Critique

Row 2: Working with Information

Questions for Life

Appraisal / Evaluation
(Same/Different)

Questions for Life

Idea

Idea
Goals
Options
Changes
Ways
Possibilities
Opportunities

Prediction

Predict
Forecast
Hypothesize
Consequences
Effect
Happen

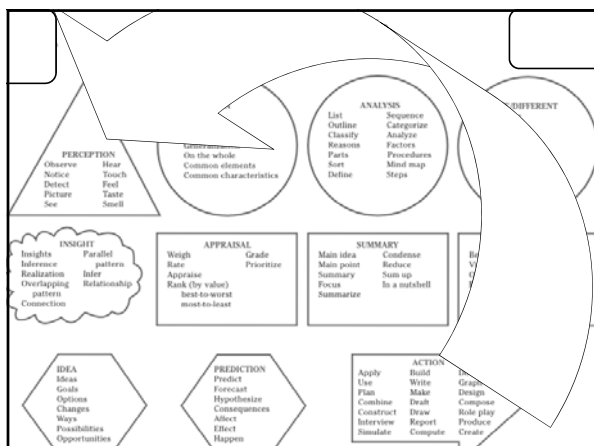
Action

Apply
Use
Construct
Interview
Simulate

Build
Write
Draw
Report
Compute

Do
Graph
Design
Compose
Role play
Produce
Create

Row 3: Taking Action



Questions for Life

- Listen as Steve thinks through the questions he might use..
- A teacher tells you that she believes reading aloud is an important component of reading workshop time, but she doesn't use it often because the students don't listen during the reading. They fidget and are seldom able to respond to questions she asks.

Practice Questions for Life

- It is midyear and teachers are testing their students. A teacher comes to you because he is very concerned about the students' scores.
- A teacher you are working with is concerned about independent reading time. She says that many students are not really reading.

Disclaimer:

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