

Evaluation of Coaching Session – Ashley Coffman

Dawn Shaw

Peer coach was asked to look for quantity and quality of questions and the number of ums. Length of recording 7:25.

Ums – | | | | | | | = 7

Ks – | | | | | = 5

Used oK instead of um, just preparing to ask the next question. It was an affirmation of what mentee was saying. Cleared throat once or twice. Mentee said um a lot more than coach.

of Questions – | | | | | | | | | | | | | | | | | | | = 19 (2 marks for 2 part question)

Question Starters

Will – | |

Are – | | |

How – | | | | |

What – | | | | |

Have - |

Do – | |

How – | |

Questions were good quality, getting teacher to think about the lesson and the different evaluation strategies she can and will use.

Questioning led to teacher reflecting on trying something new. Goals for teacher and how she will address them were covered. Asked teacher if she had questions or concerns about any part of lesson. Support and encouragement of mentee's concerns over developing rubric were addressed.