

<p style="text-align: center;">Coaching Conversation</p> <p>Scenario One:</p> <p>Teacher: You have been teaching reading for eight years. While you feel very comfortable following the district’s reading program, you are concerned that some of the students are not making the progress that you expected. They are having difficulty reading fluently and are slowly becoming less motivated to read. You have tried implementing Reader’s Theater and choral reading but it has had little impact on the student’s reading fluency.</p>	<p style="text-align: center;">Coaching Conversation</p> <p>Scenario One:</p> <p>Coach: This teacher has taught reading for eight years. While the teacher feels very comfortable following the district’s reading program, he/she is concerned that some of the students are not making the progress the teacher expected. They are having difficulty reading fluently and are slowly becoming less motivated to read. The teacher has tried implementing Reader’s Theater and choral reading but feels it has had little impact on the student’s reading fluency.</p>
<p style="text-align: center;">Coaching Conversation</p> <p>Scenario Two:</p> <p>Teacher: You are a second year teacher. After reviewing the first quarter student data, you planned and implemented interventions for the at-risk students. You reviewed the second quarter data and noticed that there was little growth with the at-risk group.</p>	<p style="text-align: center;">Coaching Conversation</p> <p>Scenario Two:</p> <p>Coach: The teacher is a second year teacher. After reviewing the first quarter student data, the teacher planned and implemented interventions for the at-risk students. The teacher reviewed the second quarter data and noticed that there was little growth with the at-risk group.</p>
<p style="text-align: center;">Coaching Conversation</p> <p>Scenario Three:</p> <p>Teacher: You have been hearing all about UDL (Universal Design for Learning). You have been asked to show evidence of UDL in your lesson plans. You’re not even sure what it is much less create a plan for it.</p>	<p style="text-align: center;">Coaching Conversation</p> <p>Scenario Three:</p> <p>Coach: The teacher has been asked to show evidence of UDL (Universal Design for Learning) in his/her lesson plans. The teacher is not sure what UDL is and does not know how to plan instruction.</p>
<p style="text-align: center;">Coaching Conversation</p> <p>Scenario Four:</p> <p>Teacher: You are a science teacher. You are surprised that your students cannot read the text book. You share with the coach that you are NOT a reading teacher and don’t know how to help your students in the classroom.</p>	<p style="text-align: center;">Coaching Conversation</p> <p>Scenario Four:</p> <p>Coach: A science teacher in your school is surprised that the students cannot read the text book. The teacher shares with you that he/she is NOT a reading teacher and doesn’t know how to help the students in his/her classroom.</p>

<p style="text-align: center;">Coaching Conversation</p> <p>Scenario Five:</p> <p>Teacher: You are a seventh grade social studies teacher. You have been implementing an instructional practice that the rest of the grade level team has been using across the curriculum. You would like to find out if the instruction is improving student achievement across the content areas.</p>	<p style="text-align: center;">Coaching Conversation</p> <p>Scenario Five:</p> <p>Coach: A seventh grade social studies teacher has been implementing an instructional practice that the rest of the grade level team has been using across the curriculum. The teacher would like to find out if the instruction is improving student achievement across the content areas.</p>
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