

TOOL

Debrief Plan



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Debrief Plan

Example

Debrief Plan: **Olivia**

Date of Observation: **May 19, 2022**

Focus	Reflection Questions	My Notes
Intentions	<ul style="list-style-type: none"> Who do I want to be? How do I want to show up? 	I want to be encouraging, supportive, clear, and direct. I want to communicate confidence in Olivia's ability to grow. I want to communicate trust in the process.
Goal	<ul style="list-style-type: none"> What's the purpose of this conversation? 	To align on the skills we'll focus on in coaching.
Buy-In	<ul style="list-style-type: none"> How can I make these goals relevant to my client? What student data might be compelling? How might closing skill gaps connect to the teacher's core values or vision for themselves as an educator? 	I will share some pieces of observational data that I gathered—data on student experience. Olivia is so committed to being an effective teacher—this will help get her buy-in. I don't anticipate that she'll push back on my feedback, given that she's a new teacher and has been receptive to coaching.
Trust	<ul style="list-style-type: none"> What might I need to do to cultivate trust and ensure that my client feels safe to learn with me? Where will there be opportunities to highlight my client's strengths? How might power dynamics play a role in safety? 	I want to be intentional about highlighting Olivia's strengths. She may push for critical feedback, but I know that everyone needs some validation when they take risks. As I share strengths, I'll name specific and precise behaviors that I observed. I will also invite Olivia to share her feelings about the observation and the debrief, and I'll be sure to use a lot of listening strategies. I'll also make sure I'm leaning into curiosity and compassion.
Opening	<ul style="list-style-type: none"> What will I say to open the conversation? 	"I want to acknowledge your willingness to have me observe as we're just getting to know each other. I recognize your commitment to students and to your own growth as a teacher."
Gaps	<ul style="list-style-type: none"> Which are the two or three gaps that I want my client to address? Why? What evidence indicates that those are significant gaps? 	Learning targets (which will allow us to talk about rigor, pacing, and chunking), English Language Development strategies (a few simple strategies might make a difference quickly for her EL students), and expectations for students to sit on the rug for extended periods (a quick gap to close and allows us to discuss the developmental stage of fifth graders). I think Olivia will be on board with exploring these gaps, and they will have significant impact on student learning.

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Focus	Reflection Questions	My Notes
Agency	<ul style="list-style-type: none"> How and where can I give my client choice in their learning? 	I want to share half of the gaps that I observed—all of them would be overwhelming. Then I want to ask Olivia which ones she feels most compelled to explore or which she feels like she already knows something about. I also want to give her choice about how we move forward—which activities might be most helpful (observing other teachers, receiving real-time feedback, etc.).
Tools	<ul style="list-style-type: none"> Given what I know about this client, which Thinking Tools might be most useful in the conversation? Do I have copies of these tools in case I want to share them? 	I will make copies of the <i>Core Emotions</i> and the <i>Spheres of Influence</i> because I often give those to new teachers. I might also have a copy of the <i>Gaps Framework</i> , but I don't want to overload her with ideas in this debrief. So maybe I'll have the copies for next time.
The Three Bs	<ul style="list-style-type: none"> Where can I anticipate opportunities to coach my client's beliefs and ways of being in this debrief? Which of the gaps might elicit an exploration of beliefs? 	I think I might need to unpack Olivia's assumptions about rigor. I'm not sure I'll do that in this conversation, as we'll have a lot to discuss, but I'm going to listen for indicators that her beliefs about students are impacting the rigor with which she's teaching. I hope to get a sense as to whether the low rigor stems from her inexperience with this age group or is related to her racial and class background. I'm also going to listen for how Olivia feels about herself as a new teacher. I'm curious about her expectations for herself and how she engages with emotions.
Next Steps	<ul style="list-style-type: none"> What might our next steps be? Which activities might help my client close their gaps? 	I'd like to do some lesson planning with Olivia, focusing on learning targets and sequencing activities to meet those targets. I'd also like to co-observe an experienced fifth-grade teacher who can model lesson structure and pacing. Finally, I want to practice new ELD strategies with Olivia and observe her using them.
Closing	<ul style="list-style-type: none"> Which questions offer my client an opportunity to reflect on their learning in this conversation? 	"What did you learn about yourself in this conversation? How did this conversation feel to you?"
Intentions	<ul style="list-style-type: none"> What do I hope my client will think and feel as this session ends? What do I hope to think and feel as this session ends? 	I hope Olivia will feel excited about coaching and hopeful about her ability to make growth. I also hope she'll be glad she asked me to observe. I want to feel like I used a lot of Transformational Coaching skills and didn't just stay on the level of instruction and behaviors. I hope I feel energized and that my core need of purpose and meaning was met.

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Trust	<ul style="list-style-type: none"> • <i>What might I need to do to cultivate trust and ensure that my client feels safe to learn with me?</i> • <i>Where will there be opportunities to highlight my client's strengths?</i> • <i>How might power dynamics play a role in safety?</i> 	
Opening	<ul style="list-style-type: none"> • <i>What will I say to open the conversation?</i> 	
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The Three Bs	<ul style="list-style-type: none"> Where can I anticipate opportunities to coach my client's beliefs and ways of being in this debrief? Which of the gaps might elicit an exploration of beliefs? 	
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