Faithful to the Purpose: A Coaching Questioning Guide

Get Curious: Understand the Teacher's Thinking and Concerns

- What feels most challenging about this implementation?
- Where do you feel confident, and where would you like to think this through together?
- What would help you feel comfortable trying this approach while we learn from the results?
- What are you noticing about your students?
- What concerns do you have about following the lesson as written?
- What feels non-negotiable to you about the learning, and why?
- What are you hoping to protect for your students?
- What prompted you to make that adaptation?
- What feels uncomfortable or uncertain about this change?
- What do you believe your students need that you aren't sure this approach is addressing?

Return to the Purpose: Reconnect Learning To Expectation

- What is this lesson designed to help students know or do?
- Which parts protect the rigor and coherence of the learning?
- How does this PLC process help us make better decisions for students?
- What are we trying to accomplish with this change?
- What should students be doing or experiencing if learning is happening?
- Which parts are essential to the intent, rigor, and coherence of the curriculum?
- What might we need to learn or investigate to make this successful?
- How can we use our PLC time to examine the impact rather than simply confirm implementation?
- How might we honor your concerns while staying true to the curriculum's intent?
- Does this adaptation strengthen the intended learning, or might it unintentionally weaken it?

Become a Thinking Partner: Investigate Student Learning Together

- If we are doing everything as written, what evidence would tell us it is accomplishing its purpose?
- What would we need to know before deciding whether this change is beneficial?
- What are we noticing about how students are responding?
- What evidence would help us determine whether this is working?
- What did students demonstrate they understood? Where are they still struggling?
- How can we honor the purpose while responding to what our students need?
- What might explain the gap between what students did and what we hoped they would learn?
- What did we learn, and what should we do next?
- What might we learn by observing this together?
- What have we learned that might influence our next instructional decision?
- What should we continue, reconsider, or explore next?