Hi, Amy!

Thanks for agreeing to meet with me today to help plan for my visit to your classroom tomorrow. I'm excited to partner with you and see visible learning in action among your students!

1. I'm going to set my timer for a hard stop in 15 minutes to help me stay focused on discussing goals for the classroom visit and also to respect your time. Sound okay? I'm going to work from a rough script so that I don't forget any details. Let's revisit the goals, roles, and process regarding the upcoming visit, the data collection, and also our follow-up reflective conference:

* GOALS - My primary goals are: (1) to help serve as an instructional support to you--a coach whom you can trust to provide objective and meaningful feedback that you can use; (2) to strengthen our relationship--to let you know that I'm here to help your professional practice and growth and help you to achieve your own professional goals; and (3) to help you reflect upon and assess and enhance your impact on student learning. But I'm also interested in your goals: what would you like to achieve or learn from my visit to your class and our conversations together?
* ROLES - Even though I'm the principal, this process isn't intended to be evaluative, and I don't want you to view it that way, either. I see us as partners and colleagues working alongside one another to identify opportunities for professional growth that impacts student learning and ultimately increases student achievement.

Teachers work hard and classrooms are busy places: as an observer, I can visit and provide helpful feedback that we both can agree would be most helpful for you to learn about and act upon. Remember, this visit is non-judgmental and objective, so I won't be telling you what I might like. What's most important for me is helping you reflect upon what went well and what opportunities there are to strengthen next steps in teaching and learning. Are you comfortable with this?

* PROCESS - Today, we'll identify a few goals for the observation, making sure to incorporate your expectations and goals, as well. I'd like for us to identify a data collection tool for me to use that you can reflect upon. Then, after my classroom visit, I'll share the data from the observation and schedule a few minutes for us to debrief about the visit, discuss the observation data, and identify some possible next steps that both of us can take to address any discrepancies. And remember, I define a discrepancy simply as the difference between the learning behaviors (or learning evidence) that we expect to see (related to your intended learning outcomes), and what actually is observed during the lesson observation. In other words, I'm here to help you address the gap between what you expect and what actually occurs based upon the data that we agree I will collect... Make sense? I know you may have questions, so 'll pause here for a moment so you can ask!

2. Thanks for sharing your lesson plan, too. I've had a chance to review it, but tell me more about what your students have been learning this week, and what your specific intended learning outcomes are for tomorrow. Are there essential questions or big ideas that you plan to connect to tomorrow's learning? How does your lesson plan align with het pacing guide, as well as with other colleagues in your grade level? How will you help establish and convey learning goals, and how will you help students understand the success criteria?

3. Are there any potential misconceptions or misunderstandings you are anticipating? If so, what might they be and what do you intend to do when they occur?

4. What specific evidence will you be looking for to demonstrate to you that students are meeting your learning intentions? Tell me more about how you plan to assess learning.

5. Are there specific high-yield strategies, or other intended student learning **behaviors**, that you are expecting? What will the learning 'look' like? How will you measure or assess it? What data can I collect and measure that would be most helpful to you?

6. Okay, let's select a data collection tool and identify some specific evidence that I can collect.

7. Are there any classroom conditions, or student information/characteristics, that I should be aware of before the visit?

8. Would it be okay with you if I circulated among students and asked questions about your intended learning? Is there any specific vocabulary or other concepts I should ask about? This might be really helpful for you.

And now some feedback for me: share with me your reactions to our conversation today. What else might you need from me? Was this conversation helpful? What are you most excited about (or most anxious about) regarding the visit? What questions or expectations do you have that I can help to clarify?