

Course: Coaching teachers: promoting changes that stick  
Assignment 1: video annotation  
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### Quality feedback

Feature	Description	Quote
Precise positives (forward looking)	Mr Goodcoach describes how Ms Rookieteacher handled the success of Judy in the class	"Really quick, I wanted to give you a shoutout the way you paused to celebrate Judy's little success" (around 6:30)
Prep steps (forward looking)	Mr Goodcoach asks Ms Rookieteacher to prepare herself to focus more on cold calling by letting her demonstrate the situation	"Take 5 minutes right now to prepare a question sequence from tomorrow's lesson that you think you're going to apply this structure to" (around 10:16)
Review feedback implementation (goal-driven accountability)	Mr Goodcoach asks Ms Rookieteacher to describe what she was supposed to work on this lesson (in terms of her own performance)	"Let's dive right in, what was your last big take away (around 4:26)

### Instructional vision

Example	Description	Quote
Asking the coachee to describe the instructional vision	Mr Goodcoach lets Ms Rookieteacher describe the vision they both share regarding student practice.	"Remind me in a nutshell, what was our vision for student practice" (around 7:17) Mr Goodcoach
Asking the coachee to describe the strategies to be used to address side conversations	Mr Goodcoach asks Ms Rookieteacher to describe the strategies to be used to address side conversations (around 5:56) and acknowledges these after she finishes describing them.	"what were the strategies you were going to use to avoid these side conversations" (around 5:56) and "great,.." (around 6:10)

### Fixed mindset tax – paying the tax

Description	Quote	Why fixed mindset
Ms Rookie feels she can't move on to a new topic until she has mastered her current take away (regarding side conversations)	"I'm clearly not ready yet. I have not mastered it yet" (around 5:24)	The response of Ms Rookie limits her uptake of new knowledge as she narrows her own possibilities for learning

### Fixed mindset tax – responding to a fixed mindset

Description	Response	Why effective
Mr Goodcoach focuses on the improvement that has been made since the previous time he coached Ms Rookieteacher	Mr Goodcach explains Ms Rookieteacher is beating herself up (around 5:25) and that she should think about it differently (around 5:37)	By focussing on the improvement that has been made Mr Goodcoach allows Ms Rookieteacher to see how well she is already doing and thus show her she is wrong (and does master the topic).

### The snowman effect

Ms Rookie had a previous takeaway regarding side conversations which she addressed this time. Although she believes her execution was not perfect (“there were still conversations going on” around 4:40min in the video) she was able to apply her take away relatively easy. Nevertheless she has not completely mastered this yet (“Im clearly not ready yet. I have not mastered it yet.”, around 5.24). This quick adoption but not completely perfect execution is a clear indicator of the skill B cycle. If she was in the skill A cycle the uptake would have taken longer and if she was in the skill C cycle the execution would have been better.