Read the case study and review the interactions between the coach and the teacher through each step of *Debriefing*. The dialog simulates conversations between Mrs. Logan (the coach) and Mr. Angelini (the teacher) and is illustrated in color text to represent each speaker.

- **Blue**—the Narrator
- **Green**—Mrs. Logan
- **Red**—Mr. Angelini

The black text is part of the *Debriefing* template.

After careful review and reflection, you will be assessed on the knowledge you gained from this activity.

**Narrator:**

In this case study, Mrs. Logan opened the *Debriefing* session by asking Mr. Angelini how well he thought things were going in his class. He replied that, in general, he felt more confident in how he was managing the class and delivering instruction. After the initial check-in period, Mrs. Logan reminded Mr. Angelini about the *Fast 4ward Debriefing* procedures. They scanned the 4 F’s together. Then, Mrs. Logan asked the questions associated with each of the four debriefing segments and recorded Mr. Angelini’s responses in the appropriate sections.

Review Mr. Angelini’s responses below and think about how a structured questioning process can elicit an authentic picture of the impact of the selected teaching practice on student learning and performance.

Mrs. Logan: “Hello again, Mr. Angelini. We are meeting today to review progress on your Coaching Action-Plan. I’m looking forward to finding out your perspectives on how effective the new strategy is. Let’s review the Debriefing Template. There are 4 basic questions—Fast4Ward Questions. Remember each question area begins with an “F:”

**Focus:** “What is the focus of your action plan?”

**Fidelity:** “How well do you feel you implemented the teaching practice?”

**Fact:** “What were the results?” In other words, *did the teaching practice work?*

**Future:** “What would you continue or do differently in the future?”

Now, let’s jump into these questions a little more deeply.
<table>
<thead>
<tr>
<th></th>
<th><strong>Fidelity:</strong> Mrs. Logan: “How well do you feel you implemented the teaching practice?”</th>
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<tbody>
<tr>
<td>3.</td>
<td><strong>Fact:</strong> Mrs. Logan: “What were the results? Did the teaching practice work?”</td>
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<tr>
<td>4.</td>
<td><strong>Future:</strong> Mrs. Logan: “What would you continue or do differently in the future?”</td>
</tr>
<tr>
<td></td>
<td>Mr. Angelini: “I would practice a set of routines with very specific signals for changing from one TBCI stage or activity to another.”</td>
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### EXAMINE RESULTS TOGETHER.

**FAST 4WARD Questions**

<table>
<thead>
<tr>
<th>1. <strong>Focus:</strong> What is the focus of your action plan?</th>
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<tr>
<td>2. <strong>Fidelity:</strong> How well do you feel you implemented the teaching practice?</td>
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<tr>
<td>3. <strong>Fact:</strong> What were the results? Did the teaching practice work?</td>
</tr>
<tr>
<td>4. <strong>Future:</strong> What would you continue or do differently in the future?</td>
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</table>

**Focus:** Mrs. Logan: “So, what was the focus and goal of your action plan?”

**Action-Plan Highlights**

Mr. Angelini: “To increase student engagement and decrease teacher-centered instruction. With the Team-Based Cycle of Instruction, the students seemed to have a better understanding of what was going to happen during the class period. Almost all students would check the Set-Up chart when they entered the room. I think they also liked knowing that the lecture was not going to last the entire period!”

**Fidelity:** Mrs. Logan: “How well did you implement the teaching practice?”

Mr. Angelini: “Overall, I feel I implemented the Team-Based Cycle of Instruction (TBCI) with fidelity.”
## Teacher Performance

### Implementation Quality: General

<table>
<thead>
<tr>
<th>High Performance</th>
<th>On Track</th>
<th>Target Improvement</th>
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</table>

### Implementation Quality: Specific Aspects

<table>
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<th>High Performance: Mrs. Logan: “Which aspect of the teaching practice or practices was implemented exceptionally well?”</th>
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<tbody>
<tr>
<td>H</td>
<td>Mr. Angelini: “Assigning student groups, providing a performance rating chart, designing a team based lesson plan.”</td>
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<table>
<thead>
<tr>
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<th>On Track: Mrs. Logan: “Which aspect of the teaching practice or practices was implemented satisfactorily?”</th>
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<tbody>
<tr>
<td>O</td>
<td>Mr. Angelini: “Presenting the new content to the whole group in 15 minutes.”</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Target Improvement: Mrs. Logan: “Which aspect of the teaching practice or practices needs to improve?”</th>
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<tbody>
<tr>
<td>T</td>
<td>Mr. Angelini: “I need to establish signals that help students transition from one activity to the next.”</td>
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</table>

**Fact:** Mrs. Logan: “Did the teaching practice impact student performance? What were the results?”

Mr. Angelini: “Well, I definitely spend less time in front of the class. The kids know that I’m not going to be lecturing all period, and that they will be doing “something” as partners or in groups. Some students really enjoyed learning with others and did well; a few had some difficulty following directions. I think the results indicate that the students are pretty much “on track.”

Narrator: Mrs. Logan and Mr. Angelini examine the results noted in the Student Performance section together. They discuss responses to the following guiding questions and identify several findings. Let’s listen in on their conversation.
Use student assessment data (e.g., exit card, quiz, unit test, quarterly assessment, etc.) to determine impact of the teaching practice. Analyze the assessment results and determine where students fall within at least three performance levels: High performing, On Track, Target Improvement. Look at student groups as well as individual students.

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
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<tbody>
<tr>
<td>High Performance</td>
<td>Amy, Arthur, Bob, Carin, Carl, Clarke, Donna, Dan, Ethan, Frank, Fontina, George, Hanna, Mika</td>
</tr>
<tr>
<td>On Track</td>
<td>Allan, Bella, Caitlin, David, Dean, Ely, Emily, Ford, Gavin, Hunt, Kay, Lisa, Leah, Lyle, Michael, Steve, Thomas, Tracy, Walter</td>
</tr>
<tr>
<td>Target Improvement</td>
<td>Bruce, Gretta,</td>
</tr>
</tbody>
</table>

Discuss responses to the following guiding questions and identify several findings. Then choose 3-5 key findings and create statements that summarize those key findings.

Guiding Questions:

- Mrs. Logan: “Let’s take a look at the results you posted. Which students scored at each performance level: High performance, On Track, or Target Improvement levels?”
  Mr. Angelini: “Well, I have to admit, I was surprised to see that 95% of the students were on track or above! That’s a very significant improvement.”
- Mrs. Logan: “Which students showed progress compared to previous assessments?”
  Mr. Angelini: “Ethan, Mika, David, Allan, Tracy, Gavin, Hunt, Kay, Ely, Bella, and Walter.”
- Mrs. Logan: “What factors do you think contributed to those students who demonstrated significant progress?”
  Mr. Angelini: “During group practice time, students were assigned to a mixed ability group in which each group had a student leader. I think the students were more engaged since they had “built in help” with the groups and were not just taking notes from a lecture.”
- Mrs. Logan: “Which students lacked progress as compared to previous assessments? What factors may have contributed to their lack of progress? What changes will support these students and help them improve their performance?”
  Mr. Angelini: “Bruce and Gretta. Bruce was just returning from a 3 day absence. Gretta is shy and does not work well with others.”
- Mrs. Logan: “Are there relevant longitudinal data or trends that should be examined for
Mr. Angelini: “Bruce’s attendance record.”

Mrs. Logan: “Are there any general problem areas for the whole class?”
Mr. Angelini: “Transitioning from one activity to the next without confusion and noise.”

**Statements of Understanding**

Mrs. Logan: “Okay. Now, take a few moments and generate a few statements of understanding based on these data and your observations.”

Narrator: After several minutes, Mr. Angelini responds.

Mr. Angelini: “I have three statements of understandings.
1. Only a few students did not meet the lesson objective and eleven students improved significantly.
2. Students demonstrated better engagement during the presentation instructional activity, which was shortened to 15 minutes due to the group work activities.
3. While students enjoyed working in teams, more work has to be done to give clearer transition cues.”

**Future:** Mrs. Logan: “What would you continue or do differently in the future?”

Target 1-3 areas for improvement.

Mr. Angelini: 
1. Assign Gretta a friendly partner who is focused on completing assignments and willing to help others.
2. Provide students with a set of cues like 1, 2, 3 to signal transitions between activities.
3. Include a group performance rating system, such as H-O-T (High Peformance, On Track, Target Improvement).”

**NOTES**

Record additional notes or comments, if necessary.

Mrs. Logan: “Are there any additional ideas to consider?”
Mr. Angelini: “Well, I’d like to look around and find a practical, effective group performance rating system to use with the class and groups. So, can we meet next week to develop another Action Plan.”

Mrs. Logan: “Of course. In the meantime, why don’t you assess your class again...maybe...”
with an Exit Slip. We can review the results next week before developing the next Action-Plan. Also, I want you to know that I think you have demonstrated a very strong commitment toward changing your traditional approach to teaching. You are definitely moving forward. Talk to you next week.”

Mr. Angelini: “Thanks Mrs. Logan. I really enjoyed getting more teaching strategies...Kind of like building up my repertoire. Have a good week!”