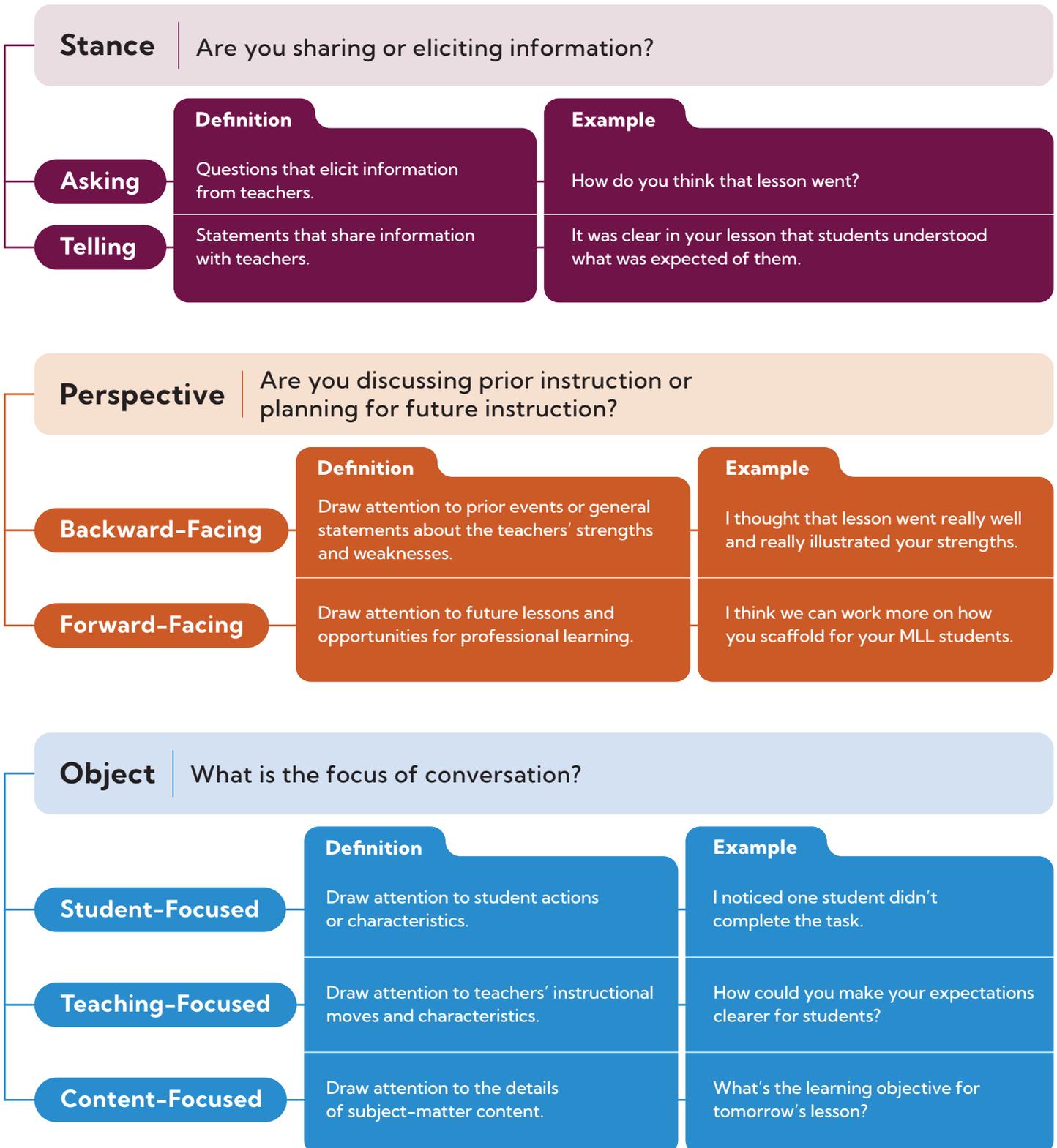


This pocket guide provides an at-a-glance overview of the [Coaching Moves Framework](#). Coaches can use this pocket guide for easy reference when planning for future coaching conversations, reflecting on previous coaching conversations, or engaging in collaborative learning activities together.



Function | What is the lens of analysis?

| | Definition | Example |
|---------------------------|--|---|
| Noticing | Discussing key events and facts. | I noticed one student didn't complete the task. |
| Interpretation | Interpreting the meaning of specific events, ideas, or facts. | What impact did your response in that moment have on those two students? |
| Cause & Effect | Exploring the connections between specific causes and their effects. | By extending your wait time, you gave more students a chance to participate in the discussion. |
| Goal Setting | Establishing goals for student learning and teacher development. | It sounds like you want to work on embedding more opportunities for students to reflect on their progress. |
| Action Planning | Identifying specific strategies or action steps to achieve a goal. | You could try cold-calling instead of asking students to raise their hands. |
| Activity | Interactive activities that move beyond discussing previous or future lessons to incorporate instructional artifacts and/or simulate real-time classroom interactions. | Role-play, in-the-moment modeling, reviewing instructional artifacts like lesson plans, videos of instruction, student work, or curricular documents. |

Tone | What is the emotional tenor of the conversation?

| | Definition | Example |
|--------------------|---|--|
| Encouraging | Expressing positive beliefs about the teacher | It'll feel awkward at first, but you'll get there with time. |
| Validating | Expressing agreement or understanding of a teacher's viewpoint | I totally understand how you feel. |
| Supportive | Expressing commitment to the teacher's well-being, including expressions of concern and offers of assistance. | Would it help if I copy some materials for you? |
| Deferential | Expressing respect for and deference to the teacher's perspective and wishes. | Of course you don't have to do this, but I think it could be helpful to try cold calling. What do you think? |