

INSTRUCTIONAL GUIDANCE

Constructive Coaching Tool for Developing High-Quality Instruction and Implementation

The following HGSS High-Quality Instructional (HQI) constructive coaching conversation starters were developed to elicit meaningful and constructive discussions between observers and classroom educators to improve social studies instruction, learning, and implementation. These conversation starters can be used for observation, reflection and refining of best practices including the four fundamentals: structured literacy, standards alignment, balanced assessment, and quality instruction. Ideally, teachers and observers will each answer applicable questions before having a conversation.

HIGH-QUALITY INSTRUCTIONAL PRACTICES

Observer Observations	Conversation Starters	Educator Self-Reflection
	How is the lesson connected to previous, current and future learnings?	
	How is rigor intentionally included in the lesson? How did the lesson progress students through varying levels of depth of knowledge? (such as primary sources, complex text, Tier 2 and 3 vocabulary, compelling questions, etc.)	
	How are students actively engaged and interacting in the lesson? (such as decision-making, problem solving, reasoning, and persevering)	
	How is the lesson grounded in evidence-based best practices and aligned to HGSS standards/ benchmarks?	
	How did the lesson incorporate high-quality curricular and supplemental materials, and how did they enhance the lesson?	
	How did students demonstrate agency—struggles and successes?	

INSTRUCTIONAL GUIDANCE**HIGH-QUALITY HGSS CONTENT AND SKILLS**

Observer Observations	Conversation Starters	Educator Self-Reflection
	How are compelling questions and/or tasks used by students to support and deepen understanding of their content?	
	Is accuracy of the content ensured, including the use of multiple perspectives and recognizing bias?	
	How do students demonstrate appropriate HGSS skills (such as claim, evidence, reasoning, counterarguments, etc.)?	
	How are supports used for students that allowed for critical thinking and questioning?	
	Which HGSS skills are evident in the lesson, how are students provided opportunities to practice and access appropriate course-specific tasks, and how were they measured to show mastery?	
	How are explanations, representations, and/or examples used to make the focus of the lesson visible to students without just providing the answer?	
	How is student content understanding strengthened? If misconceptions are present how were those clarified or corrected?	

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HIGH-QUALITY PROFESSIONAL GROWTH REFLECTION

Observer Observations	Conversation Starters	Educator Self-Reflection
	Reflect on the growth opportunities you see for this lesson in the future?	
	What high quality materials are available or could be obtained to support instruction in this classroom? (Such as subscriptions, technology, PD opportunities, conferences, etc.)	
	What opportunities for growth and development are supported by this administration/district/school?	