

## Activity 1.4 A Window Into Teacher's Thinking Purpose

To provide a framework for reflecting about one's own ability to articulate her/his practice and to consider how to be more intentional as a coach using the "Window into Teacher's Thinking Handout"

### Materials

#### 1.4 Window Into Teacher's Thinking Handout

##### Facilitator Notes:

It is important to bear in mind that effective coaching requires many practice sessions and that ongoing professional development is needed in order to provide practice.

##### Steps:

1. Remind participants that a coach's primary purpose is to help another teacher become more intentional in her or his practice. Show slide 9 or an overhead transparency of "A Window Into Teacher Thinking" to emphasize what is meant by "intentionality."
2. Use the slide or transparency to describe the development of intentionality in the person being coached. "A Window Into Teacher Thinking" depicts four aspects of becoming more intentional based upon what a person can or cannot do and what a person can or cannot explain.
3. When teachers do not understand or have the ability to perform a specific aspect of teaching, it is *mysterious* (unknown). These teachers are not aware of what contributes to a successful performance.
4. When teachers can understand or explain a specific instructional strategy, but lack the ability to perform it, their understanding is *theoretical* (unable to demonstrate). For instance, teachers may be able to explain what an inquiry lesson should be like but cannot implement such a lesson.
5. Conversely, when teachers are able to teach in a particular way (even masterfully), but are unable to articulate their reasons for why they do so, we refer to this situation as *magical* (unexplained). Such teachers operate on intuition, or may not remember what they figured out a long time ago. They may explain their practice in words such as, "I've been teaching for 25 years. I just teach."
6. When teachers know what they are teaching, why they are teaching it in particular ways for particular groups of students, what they would do differently (or keep) the next time and why, these teachers are *intentional* (deliberate) about their practice.

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## The Window into Teacher Thinking

Ability to teach	Ability to explain own teaching practice	
	Don't Know	Know
Can't Do	Mysterious Unknown	Theoretical Unable to demonstrate
Can Do	Magical Unexplained	Intentional Deliberate practice

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