

Anticipation Guide: Lesson 8 – Refining your diagnostic skills



Directions: Before viewing the video and doing the readings write your best answer based on your current information in the “before” section. After completing the module, use the “after” column to change or add any new information to your original answers. Part of our our live discussions will be sharing your new insights.

Question	Before	After
What is the difference between an analysis question and a clarification question?		
How can you use paraphrasing to move a conversation forward?		
What should you do if the teacher gets stuck and you do, too.		
How do we find time to have coaching conversations?		

Lesson 8: Refining your diagnostic skills



Note-taking Directions:

- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries*.
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.

Reading 1: Spotting key points in a 5 whys conversations pp 95-97	Reading 1: Questions or reflections
1. 2. 3.	
Reading 2: Troubleshooting Coaching Errors pp. 98 and 99 Answers on pp.153	Reading 2: Questions or reflections
1. 2. 3.	
Video 1: Refining Your Diagnostic Skills	Video 1: Questions or reflections
1. 2. 3.	



Lesson 8: Refining your diagnostic skills

Directions: In each row, highlight or underline the phrases or sentences that best describe where you see yourself or your team right now. In the blank column on the right, write strategies and concepts you want to use from this module to change or fine-tune what you do.

RTI/MTSS Best Practice	Somewhat Effective	Least Effective	My Plan For Improvement
I know how to use paraphrasing to move a general response to a more specific focus or DATA goal.	I know how to paraphrase to make sure I can base the next question on the teacher's response.	I just ask questions without trying to build on the teacher's response.	
I avoid coming up with solutions to the problem before we have drilled down to the root cause.	I sometimes go to solutions before we have completed at least 5 whys.	I offer solutions as soon as one comes to my head.	
I try to minimize the number of clarification questions and focus on analysis questions.	I ask more clarification questions than analysis questions.	I don't know the difference.	
I know multiple ways to word analysis questions, so the teacher feels comfortable and takes the perspective of the student.	All of my questions start with the word "why".	I ask whatever questions make sense to me as opposed to trying to analyze the concern.	
When a teacher gets stuck after 3 questions, I first provide wait time and then offer 2 or 3 possible root causes (strength charts)	After 1 or 2 analysis questions I offer a what I think might be the root cause.	When a teacher gets stuck I offer what I would do to solve it.	