

## Results-Based Coaching Tool

Coach Name:	Teacher Name(s):
Dates of Coaching Cycle:	Coaching Focus(Grade/Subject/Content):

<u>Standards-Based Goal</u> What is the goal for student learning?	<u>Instructional Practice</u> What instructional practices will help students reach the goal?	<u>Instructional Coaching</u> What coaching practices were implemented during this coaching cycle?	<u>Teacher Learning</u> As a result of the coaching, what instructional practices are being used on a consistent basis?	<u>Student Learning</u> How did student achievement increase as a result of the coaching?																														
<p>Students will...</p> <p>Standard(s):</p> <p>Learning Targets:</p> <p>Baseline Data: Where are the students now?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Students</th> <th style="width: 17%;">#</th> <th style="width: 50%;">%</th> </tr> </thead> <tbody> <tr> <td>Emerging</td> <td></td> <td></td> </tr> <tr> <td>Developing</td> <td></td> <td></td> </tr> <tr> <td>Meeting</td> <td></td> <td></td> </tr> <tr> <td>Exceeding</td> <td></td> <td></td> </tr> </tbody> </table> <p>How do we know? As measured by the following formative assessment:</p>	Students	#	%	Emerging			Developing			Meeting			Exceeding			<p>Teacher(s) will...</p>	<p>Coach will...</p> <p><input type="checkbox"/> Analyze student work</p> <p><input type="checkbox"/> Collaborate to set goals</p> <p><input type="checkbox"/> Collect student evidence during the class period</p> <p><input type="checkbox"/> Co-teach</p> <p><input type="checkbox"/> Create learning targets</p> <p><input type="checkbox"/> Plan collaboratively with teacher(s)</p> <p><input type="checkbox"/> Share learning to build knowledge of content and pedagogy</p> <p>Other:</p>	<p>Teacher is...</p>	<p>In relation to the goal, students are...</p> <p>Post Assessment Data: Where are the students now?</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Students</th> <th style="width: 17%;">#</th> <th style="width: 50%;">%</th> </tr> </thead> <tbody> <tr> <td>Emerging</td> <td></td> <td></td> </tr> <tr> <td>Developing</td> <td></td> <td></td> </tr> <tr> <td>Meeting</td> <td></td> <td></td> </tr> <tr> <td>Exceeding</td> <td></td> <td></td> </tr> </tbody> </table> <p>How do we know? As measured by the following formative assessment:</p> <p>Follow-up plan for students who did not reach the goal:</p>	Students	#	%	Emerging			Developing			Meeting			Exceeding		
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Teacher Reflections	Coach Reflections
How did the coaching cycle support the students' learning?	What coaching moves most supported the coaching cycle?
Were there any challenges or missed opportunities during the coaching cycle?	Were there any challenges or missed opportunities during the coaching cycle?
What are some next steps for your teaching as a result of the coaching cycle?	What are some next steps for your coaching as a result of the coaching cycle?

**Figure 3.6** Partnership Agreement for a Coaching Cycle

**I. What Is Our Focus?**

- What is our goal for student learning?
- What are the learning targets that capture what we want the students to know and be able to do?

**II. How Will We Work Together?**

- There are options for how we can work together in your classroom. Let's talk through these options and pick some that feel right to you.
- There are also options for how we can collect student evidence when we are working together in the classroom? How would you like to go about doing this?
- How will we reflect, both individually and collectively, about our work and students' growth?

**III. How Will We Approach Co-Planning?**

- We will need at least thirty-five to forty minutes each week for planning. What time works for you?
- It is helpful to create a planning system that works for you. How would you like to share this information (Google Docs, planning template, etc.)?

**Guiding Questions:**

1. What is the goal for student learning for this coaching cycle? What do we hope the students will learn as a result of our partnership?
2. Is there any data that will inform us as we set a goal?
3. What standard(s) does this goal address?
4. Is there a specific unit in the curriculum that the goal addresses?

**Notes and Next Steps:**

## Coaching Log 2: Unpack the Goal into Learning Targets

### Guiding Questions:

1. What are the learning targets (or success criteria) that will help the students reach the goal?
2. Do the learning targets address a balance of *know*, *understand*, and *do*? Do they go beyond lessons and activities?
3. Are there any behavior targets that we want to include?
4. Are the targets written in student-friendly language?

### Notes and Next Steps:

## Coaching Log 3: Create a Plan for the Pre-Assessment

### Guiding Questions:

1. How will we assess the students to measure growth across the coaching cycle? We can use an existing assessment or create our own.
2. Is the assessment open-ended and descriptive in nature?
3. Does the assessment align with the learning targets?
4. When will we meet again to analyze the data that we collect?

### Notes and Next Steps:

## Coaching Log 4: Document Baseline Data

### Guiding Questions:

1. How did the students perform on the pre-assessment?

% emerging	% developing	% meeting	% exceeding

2. Does the data indicate any ways in which we should modify or prioritize the learning targets? If so, how?

3. Based on the data, what is our first step in instruction?

### Notes and Next Steps:

## Coaching Log 5: Co-Plan with Student Evidence

### Guiding Questions:

1. What is the learning target for the lesson?
2. How will students demonstrate their understanding of the target?
3. How would we want students to answer the following questions:
  - What am I learning?
  - Why am I learning it?
  - How will I know when I have learned it?
4. Do we have evidence from the last lesson that will inform how we can differentiate instruction?
6. What resources and materials will we need to prepare?
7. How will we work together to manage student behavior?

### Planner for Sharing Lessons

What's Happening?	What Will It Look Like?	Who Will Take the Lead? What Will the Other "Teacher" Do?

Notes and Next Steps:



## Coaching Log 6: Teacher and Student Learning

### Guiding Questions:

1. How did students perform on the post-assessment?

% emerging	% developing	% meeting	% exceeding

2. What support will be given to students who did not meet the goal?

3. How have you grown professionally as a result of the coaching?

4. How can I continue to support you even though the cycle is finished?

### Notes and Next Steps:



# Checklist for Getting Coaching Cycles Up and Running

## Stage 1: Calibrate with the Principal

- ☒ Principal allocates time for the coach to partner with teachers.
- ☒ Principal and coach define the coach's role.
- ☒ Principal and coach determine how coaching aligns with other district initiatives.
- ☒ Principal and coach determine the expectations for teacher participation.
- ☒ Principal and coach determine how teachers will be provided with choice and ownership.
- ☒ Principal and coach define how their roles will work together.
- ☒ Principal and coach meet on a weekly basis.

## Stage 2: Launching Coaching Cycles

- ☒ Coach captures openings from teachers (survey, letter, etc.) for the first round of coaching cycles.
- ☒ Coach creates a schedule for the first round of coaching cycles.
- ☒ Coach visits the classrooms of teachers who are in the first round of coaching cycles.

## Stage 3: Within Coaching Cycles

- ☒ Coach has a goal setting conversation with the teachers who are in the first round of coaching cycles.
- ☒ Coach and teacher set agreements for how they will plan and co-teach.
- ☒ Coach ends the first round of cycles with an exit interview.
- ☒ Principal and coach determine how they will celebrate the impact of the first round of coaching cycles.
- ☒ Coach repeats the process for scheduling the next round of coaching cycles.