

Trenton Public Schools

Instructional Coaching Model



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Note:

*Format of document adapted from: Inspiring and Encouraging Educators

<http://www.mshouser.com/teacher-coaching/instructional-coaching-tools>

Introduction and Overview

Introduction

Trenton Public Schools believe that in order for students to be college-ready, their classroom teachers must be immersed in a culture of support, professional development and timely, meaningful feedback.

Coaching is tied to a School Improvement Plan (SIP) developed to identify and address a school's areas of greatest need. The needs of the school identified by the SIP are considered in tandem with the needs of each individual teacher; this combination establishes a focus for support provided to teachers in their classrooms. The following guiding principles are essential to the work:

- A student focus tells us how best to support teachers; we watch what the students are doing to gain valuable information about how to improve what the teachers are doing.
- Professional learning emerges from mutual respect, collegial relationships and a shared responsibility for student learning.
- Job embedded learning and targeted professional development will help to maximize teacher potential.
- Bite-sized, actionable information provided in a tight "instructional coach to teacher" feedback loop makes a significant difference in a teacher's ability to achieve her/his learning goals for students.

Trenton Public Schools use a formula from MATCH Education to quantify the relevant factors impacting effective teacher coaching, i.e. coaching that leads to teachers changing some aspect of their practice. The formula is outlined below:

Teacher Change = Clarity of Instructional Vision * Quality of Feedback * (1- The Fixed Mindset Tax)

The formula states that in order for teacher effectiveness to increase and thus student achievement to increase, both the coach and the coachee must come to a shared understanding of what good instruction looks like - a shared instructional vision. The clarity of this vision will be a major factor in how effective the coaching will ultimately be. The other major component relates to the quality of the feedback that the coach provides to the coachee.

Feedback that identifies the highest-lever focus and provides a clear, course of action is optimal. Another factor in improving practice is that feedback must be manageable enough to sustain the coachee's motivation. Finally, the formula takes into consideration the impact of mindset on the ability of the coaching to change teacher practice. This draws from the work of Carol Dweck, which is centered on the idea that if someone believes that their abilities can develop substantively over time with practice and effort, they will in fact improve. **Fixed Mindset Tax** is the penalty a coach pays in a feedback session where the teacher is being coached on a skill that he or she is not confident about being able to develop. The teacher with a fixed mindset may demonstrate a number of behaviors that deflect the feedback a coach is delivering, or undermine the potential solutions that the coach offers.

When working with teachers, coaches should be mindful of this "tax," and develop strategies to help teachers move from a fixed mindset to a growth mindset.

Handbook Use

This handbook was created to support school leaders, coaches¹, and teachers in effectively implementing a coaching system. Use of this handbook will help all stakeholders understand all of the relevant aspects of instructional coaching. It will also underscore the impact that teacher coaching has on teacher pedagogy and student achievement. **Coaching is a voluntary and teachers are invited to participant in the coaching process.**

Role of the Coach

An Instructional Coach is an integral part of a school’s staff. Working together with teachers, a coach’s work can have a significant impact on student achievement. Coaches work explicitly with the school’s administration to identify and support teachers who need instructional help.

The goal of an instructional coach is to facilitate teacher growth and development in ways that lead to higher student achievement. TPS envision coaches using a high-touch, actionable approach that begins with classroom observations followed by varied strategies such as co-planning, modeling, role-playing and interclass visitation. Classroom observations should be shared with the teacher and coach only.

Norms & Expectations (to be jointly created between the coach and teacher)

Coach	Teacher
Come prepared with the mindset for a collaborative, open, and plan to engage in reflective professional practice	Come prepared with the mindset for a collaborative, open, and plan to engage in reflective professional practice
To be jointly created between the coach and teacher	To be jointly created between the coach and teacher
To be jointly created between the coach and teacher	To be jointly created between the coach and teacher
To be jointly created between the coach and teacher	To be jointly created between the coach and teacher

Teacher Selection

Prior to the start of the school year, school administration will have **all** teachers create a Professional Development Plan (PDP) for the upcoming school year. These plans will be revisited at the beginning of the school year.

New teachers and teachers who were on **an Instructional Support Plan (ISP) and/or** Corrective Action Plan (CAP) at the end of the previous school year will be the priority group; this group will receive individualized coaching from the assigned coach during the first round (the first semester).

Also, at the beginning of the school year, the administrative team should have all teachers complete a Teacher Needs Assessment Survey. This survey will help the leadership to determine the areas that teachers feel they need support and training and the areas of instructional strengths.

¹The term coach and leader are used interchangeably throughout the document.

Coach Selection

Once the administrative team has identified the teachers who receive training for the first cycle, those teachers will be assigned a coach based on their content need.

In the event that a teacher needs support from both content area coaches, the coaches must coordinate a single schedule that outlines who meets with the teacher and when the meeting will take place.

The Coaching Process

Starting the Cycle

Step 1: Getting to Know You

Once the coach has his/her targeted teachers, he/she will:

1. Meet with the teacher and conduct an Initial Coaching Meeting. Together, the coach and teacher will fill out the *Initial Coaching Meeting Agenda*² form.
2. Conduct two baseline walk-thrus to get a better understanding of the teacher's instructional practices and abilities. Systematically and objectively record information related to the delivery of instruction and classroom management. Try to observe the teacher during different periods/blocks.
3. Meet with the teacher to review and discuss the information recorded by the coach. So as not to overwhelm the teacher, be sure to narrow your discussion to 1-2 high lever specific pieces of feedback.

Step 2: Setting Goals

After the initial meeting and class visits have taken place, the coach and teacher are now ready to create goals using the *Coaching Cycle Goals*³ form. This form has spaces for three goals; however, the teacher does not have to have three goals. Goals should be created based on need and not quantity.

When completing the Goal Setting Form with the teacher, be sure to help the teacher create SMART goals. SMART goals will help teachers know exactly what they are working to accomplish as well as how it will be tracked and measured to see progress towards mastery. See guideline below about creating SMART goals.

S	Specific
M	Measurable
A	Attainable
R	Realistic
T	Time-bound

Specific: When a goal is specific, it is much easier for a teacher to know exactly what he or she needs to improve upon. Specific goals allow for the teacher and coach to understand what they are working towards and leave little room for misunderstanding.

²Link to the *Initial Coaching Meeting Agenda* is located in the Appendix.

³Link to the *Initial Coaching Cycle Goals* form is located in the Appendix.

Specific Goals	
Non-specific	Specific
Teacher will write more effective lesson plans.	Teacher will use a research-based instructional framework to write lesson plans that are aligned to the standards, chunked effectively and include more details.

Measurable: Measurable goals include how the goal will be measured and tell the teacher the amount and frequency of the task they are supposed to execute.

Specific Goals	
Non-measurable	Measurable
Teacher will write more effective lesson plans.	Teacher will use a research-based instructional framework to write weekly lesson plans.

Example of Specific and Measurable:

Specific Goals	
Non-example	Example
Teacher will write more effective lesson plans.	Teacher will use a research-based instructional framework to write weekly lesson plans that are aligned to the standards, chunked effectively and include ample details.

Note: Coaching goals may change as the teacher goes through the coaching cycle. Allow yourself to be open and flexible to the teacher’s need.

Step 3: Support and Follow-up

Once goals have been created, the coach and teacher will review the *Initial Meeting Agenda* form and determine meeting dates and time that they will work together during the weekly meetings of the sixty day coaching cycle. The point of the schedule is to ensure that that coaching cycle is well planned.

Whenever the coach completes any activity supporting the teacher surrounding the goals, he/she should use either the paper-based or electronic *Coaching Log*⁴ to document the support being given. Activities include but are not limited to demonstration lessons, co-teaching lessons, classroom visits, coaching sessions. The teacher should **always** receive feedback from the coach, and feedback should be aligned to the coaching cycle goals. The feedback should be provided during a coaching session and should be documented using the *Coaching Session Protocol*⁵ form to outline, guide and support provided to the teacher within a timely manner, typically within no more than 3 school days.

⁴ Link to the *Coaching Log* is located in the Appendix.

⁵ Link to the *Coaching Session Protocol* is located in the Appendix.

Sample Coaching Session Breakdown

The *Coaching Session Protocol* provides a framework for the coaching session components. **Note: This is a collaborative process between the coach and teacher. The goal is sole purpose is to assist teachers improve practice.**

Review Feedback Implementation (~5 minutes):

First, give the teacher an opportunity to self-reflect, and then provide your feedback, culminating with a Feedback Score. This will be done as a reflection of the last coaching session that was held, thereby cannot be completed during the first session only on all those thereafter.

Teacher Self-Assessment for Feedback Implementation

Beginning	Developing	Proficient	Exemplary
Big Takeaway is implemented only slightly or not at all.	Big Takeaway is only partially implemented, or implemented inconsistently.	Big Takeaway is implemented mostly faithfully and/or mostly consistently.	Big Takeaway is implemented faithfully and consistently. Only minor issues with implementation exist.

Precise Praise (~2-3 minutes):

Share 2-3 points of precise, genuine praise. This is important feedback to sustain the teacher’s motivation, just make sure it’s not contrived so that the teacher will trust that you are being genuine.

Teacher Move That Was Effective	Link to QSR Indicators

Teaching Area to Target (~5 minutes):

Identify a student-facing roadblock to learning, i.e. an issue that describes what students were or were not doing. For example, instead of saying, “You didn’t ask any text-based questions.” you can say, “The students didn’t have an opportunity to answer any text-based questions.” This might be the same focus as a prior week if the teacher is still struggling in this area.

New Big Takeaway & Teacher Moves (~7-8 minutes):

Use your expertise to now offer concrete, actionable solutions to the roadblock you just identified. Make this a clear, succinct statement like, “Insert 3 different response strategies into each day of next week’s lesson plan, e.g. Thumbs Up/Thumbs Down, *Think Write Round Robin, *Exit Slip (*Refer to Response Strategy List for definitions)

Planning & Prepping (~10 minutes):

Now, work with the teacher to assist in implementation of the Teacher Move. For example, you might work with the teacher to insert questions into a lesson plan, you might model a strategy, or you might engage in Pre- class Practice with the teacher.

Setting timeline for next visit and revisiting feedback to implement. (~2 minutes):

Before leaving session, remind teacher about next session and revisit the bite sized feedback (strategy or skill)

to implement in the classroom.

Providing Effective Feedback

In order for teacher effectiveness to increase, constructive feedback should be provided to teacher after every class visit. Feedback given to teachers should be high quality. Match Education⁶, which provides the overarching frame from our coaching model, identifies 5 variables for quality feedback:

- 1. Feedback is reasonable in scope.**
 - a. Do not focus the session on everything the teacher needs to work on. Instead, focus on one or two key areas at a time.
- 2. Feedback aligns with instructional vision [goals].**
 - a. Ask yourself if this comment or suggestion is going to help the teacher meet his/her goal(s).
- 3. Feedback addresses a high-leverage area of growth.**
 - a. Similar to the first variable, a particular teacher may have several areas that need improvement. Focus on what will yield the greatest change that will have the most impact on instruction and student achievement.
- 4. Feedback is supplemented with modeling and practice.**
 - a. Coaches should model the skills they want teachers to learn and provide opportunities for teachers to practice those skills. The more comfortable a teacher is with the skills and strategies being modeled, the more likely they will be to implement them effectively.
- 5. Teacher is accountable for implementing previous feedback.**
 - a. Coaches must be sure to hold teachers accountable for the feedback that was given. Because teacher improvement is a step-by-step process, it will be difficult to move on to the next step if teachers have not made the first one.
 - Note: The term accountability is use to describe the teacher's ability to hold himself/herself accountable to implementing previous feedback with the ultimate goal to improve his/her own professional practice.

When providing feedback, here are a few guidelines to consider.

- **Begin with the positives.**
 - Point out what the teacher did well. There will be something – even if it is minor.
- **Ask probing questions that promote thinking and reflection from the teacher.**
 - Stay away from questions that limit thinking and creates a defensive stance (i.e. instead of saying: “Why were so many students off task in class? “Ask, “What seemed to be preventing students from being focused on the lesson?”
- **Be objective; stick to the data and evidence that you have gathered.**
 - i.e. “I didn’t think the lesson was strong.” vs. “The lesson did not begin with a clear objective, and as a result students were confused throughout the lesson. 7 out of 10 students asked you to repeat the directions.

⁶ Match Education Course: “Coaching Teachers: Promoting Change that Stick”

Effective Coaching Strategies

In order for coaching to be successful, it must include an array of interrelated approaches. Many of these activities will be done during the weekly coaching sessions between the teacher and the coach. Therefore, to help improve instructional practices, coaches will use and model a variety of research-based, effective instructional practices when working with teachers. Some of those practices include but are not limited to the following:

- Co-planning
- Modeling lessons
- Pre-Class Practice
- Job-Embedded professional development
- Peer observation sessions/Interclass Visitations
- Coach's observation and feedback
- Video Reflection
 - Use of resources such as *The Teaching Channel*
- Co-teaching

Co-Planning

The Instructional Coach and teacher will work collaboratively to design units, lessons, activities and assessments that will meet the needs of all students. During the planning process, the coach will help the teacher identify the skills and standards that need to be taught during the lesson or units and develop measurable goals and objectives.

Co-Teaching

After co-planning, coaches should co-teach alongside the classroom teacher whenever necessary until the classroom teacher moves toward mastery and independence of the specific instructional strategies.

Pre-Class Practice

Pre-class practice is the use of role-play as an opportunity for a teacher to practice a strategy with a coach, before actually implementing the strategy in the classroom with students. For example, if a teacher is not using students' responses to meet their learning needs, a coach may role-play as a student being asked a question of the teacher and offer a response so that the teacher would then have to decide on the appropriate follow-up question to help that student learn. **Pre-class practice should occur during administrative preps and/or common planning time.**

Below is a script of what a session of Pre-Class Practice might look like:

Coach: Since we've been discussing using students responses to meet their learning needs, let's come up with a scenario so that you can practice following up on a student's response to a question in a way that will best help them learn.

Teacher: Sounds good.

Coach: Ok. Let's say my name is Nia. Ask me a question about adding fractions.

Teacher: Nia, why don't we add denominators when we add fractions?

Coach (role playing as Nia): Because that's not in our steps on the board. The steps say we don't add denominators. That's why we can't do it.

Teacher: That's right - make sure you follow my steps.

Coach: TIME OUT...that doesn't tell us WHY we don't add them, it just tells you that Nia knows the steps. Let's try again. This time, ask another question to push Nia to explain the mathematical reasoning behind not adding denominators.

Teacher: Ok. Ummm...Nia – you told me the procedure but you didn't explain the reason for the procedure. Let's think about what the word denominator means. That should help us figure out why we don't add denominators. Use the word wall to tell me what a denominator actually is.

Coach: Ok. A denominator tells us how many equal parts are in a whole.

Teacher: Exactly, so...

Through pre-class practice, teachers will receive a clear picture of exactly what the teaching technique should look like BEFORE her next in-class teaching opportunity.

Lesson Modeling

Coaches will also be responsible for modeling lessons. Coaches will show teachers how to implement best practices by having teachers observe them teaching a class, or a portion of a class, and completing a reflection form. Coaches should debrief with teachers after the lesson and create a plan for teachers to implement what was observed.

Interclass Visitations

Teaching should be both a reflective and collaborative process. When teachers have the opportunity to spend time in one another's classroom, the benefits are remarkable. Just as students learn from each other, teachers can learn from each other as well.

Prior to the **coach** scheduling a peer visit or interclass visit **on behalf of the a teacher**, the coach will discuss with the teacher the goal and focus of the visit. Once that is established, the coach will schedule the visit and the administrator will provide classroom coverage, if needed. For a full description of the process, see the Interclass Visitation documents provided. **To document this work, teachers are encouraged to note classroom visitations in their lesson plans.**

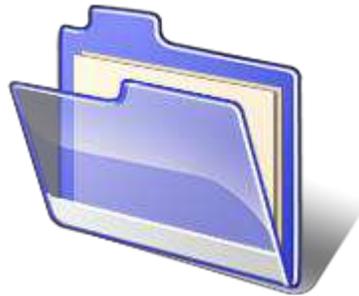
Video Reflection

Being an effective teacher involves consistent and meaningful reflection on instructional practices. Coaches will work with teachers to identify part or parts of the Teaching Channel lesson or another vendor providing video vignettes for teachers to focus on for the video reflection.

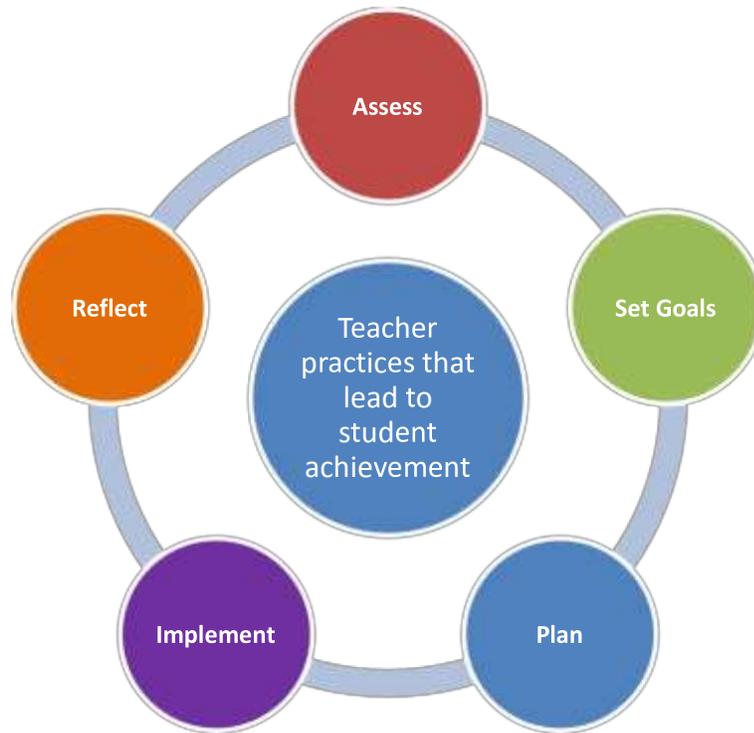
Job-embedded Professional Development

Coaches should work with the administration to develop a semester or yearly PD calendar based on teacher-need. Coaches should present professional development to teachers according to the agreed-upon schedule, and monitor the implementation of professional development.

Coaching Resources



Instructional Coaching Cycle



Assess¹

- Coach and teacher reflect on data walkthrough data and/or assessment data to identify areas of improvement. Possible data sources:
 - Walkthrough data- at least two class visits prior to goal setting
 - Assessment data (model curriculum benchmark, Journey's, teacher-created formatives and summative assessments)
 - Developmental Reading Assessment (DRA)/Scholastic Mathematics Inventory (SMI)/Scholastic Reading Inventory (SRI)
 - Other data that may inform coaching support

Set Goals

- Coach and teacher determine 2-3 goals and a timeframe
- Coach aligns all activities to goal(s)

Plan

¹ The coaching session should occur during administrative preps and/ or common planning time.

- Coach supports teacher in planning by providing feedback on shared lesson plans
- Coach supports teacher in planning by helping create/adapt materials

Implement

- Coach supports teacher in implementation in varied ways, e.g. by using effective research-based teaching methods, modeling, observing & providing feedback, and engaging in pre-class practice (not to occur during a teacher's duty-free prep or lunch)

Reflect/Debrief

- Coach will reflect on progress towards the teachers attaining his/her goals
 - Were the goals established met by the teachers? Identify the number of the goals out of the total goals developed that were met.
 - What was done by the coach to support the goals being achieved?
 - What was done by the teacher to support the goals being achieved?
 - What coaching goals are most challenging to meet?
 - What gaps are there within the coaching that may impact goals being met?
- Coach will reflect on student achievement data
 - What trends are seen across the teachers (walkthrough results, student achievement data)?
- Coach plan actionable next steps (data mindset)
 - What future support will be done with each teacher to ensure lasting changes are made with instructional practices?
 - Will the teacher be kept for an additional cycle of coaching?

Administrators and Teacher Leaders Working Together

Communicating with Your Administrators:

- Meet with the administrative team, which consists of Principal(s), ELA, math and climate and culture leaders, on a weekly scheduled basis. An agenda should be developed for each meeting and shared with all parties involved (administration, ELA and math leader, RAC specialists), see sample below. Share the celebrations, growth, and needs within your content. This will be an opportunity to establish and check in on coaching goals, troubleshoot any issues, check in on grade level/department meetings, staff trainings, etc.
- Share district related information that has been provided by your Supervisor and RAC Specialists. Information should include feedback from school visits, curricular updates, etc.
- Honor the confidences shared with and by the administrators in a professional manner. However, the administrators will not share performance status of teachers with you, likewise coaches will not share performance status of teachers with administrators. Your role is to assist professional grow teachers.
- Based on your school dynamics, you and the principal should collectively determine if the literacy and mathematics leaders meet jointly or individually.
- Invite and welcome the principal to watch demonstration lessons and co-teaching experiences so that the principal can see what quality instruction should look like.
- Invite the principal to workshops you are presenting to the teachers so a clear message is given to all about ELA and mathematics instruction. Workshop need should be based on the collaborative data collected by the leadership team from walkthroughs, teacher request and evaluation trends.
- Work together to make the school a content rich environment. This should include but not be limited to hallway displays, parent communications, before/after/school day activities and during faculty/grade level/PLC meetings.
- Collaborate with leadership team on School Improvement Plan (SIP) and implementation of action steps. All leaders within the building should be well-versed on the SIP plan and how it relates to their content area as much of the work completing that action steps will be the result of the leaders work.

Documentation of your support:

Coaches will establish a Coaching Plan that will be organized by allocating time and activities on their Outlook calendar. Calendars will be shared with Principal(s) of your building, content supervisor and the chief academic officer. Documentation of coaching support will be maintained in a coaching binder by the leader. Routine review of the binder will take place and follow the *Coaching Documentation Feedback Form*, leader will receive this feedback to support his/her work with individual coaching.

- Time must be allocated on Outlook calendar where access is granted to building and district administrators for viewing access only.
- Weekly calendar must be printed and posted outside of office by 9:00am Monday morning. Printed calendar of what was completed will be placed in the coaching binder at the conclusion of the week.
- Calendar will be reviewed for alignment with coaching logs.

Coaching Documentation Feedback Form

School _____ Coach _____

Week of _____

Component	Present (y/n)	Comments/Next Steps
Initial Coaching Meeting Agenda		
Coaching Goals		
Coaching Session Protocol Forms		
Additional Documents – classroom visit notes, resources provided to the teacher, etc.		
Coaching Log		

Use of an Embedded Leader Includes:

- An embedded leader first and foremost needs to build trust and rapport with teaching staff. In order to be seen as confidant and support to teachers, it's imperative that the leader spends the majority of time with the teaching staff, not the administrative staff.
- Leaders coach teachers. This includes teachers assigned to the leader by the principal as well as teachers that are requesting support from the leader. Teachers will be assigned based on the data – student achievement, walkthrough results and evaluations. The role of a leader is to support every teacher with their continual instructional improvement.
- Leader works with all teachers to implement the Common Core State Standards as aligned with the district curriculum. This work can be completed during grade level/content meetings, individual coaching sessions and professional development opportunities.
- Leader coordinates in alignment with district assessment calendar all content related testing to monitor student participation.
- Leader implements and monitors data protocols for all assessments. Based on the outcomes from the data, leaders will work with teachers to implement action plans to improve the instruction.
- It is recommended that elementary leaders support teachers as they facilitate grade level meetings per month per grade, however at minimum each content leader must support teachers facilitate one. Secondary leaders should support the facilitation at minimum 2 weekly content meetings. All meetings should be focused on his/her content and based on multiple forms of data (assessment, walkthrough, etc.). A *Facilitation Rubric*⁷ can be used for the leaders to reflect on his/her meetings.

⁷ Link to the *Facilitation Rubric* is located in the Appendix.

Example of a Standing Weekly Principal(s) and Leaders Meeting Agenda

Date:

Attendees:

Expected Meeting Outcomes by the end of the meeting participants will be able to:

- Explain progress of coaching towards teacher goals.
- Prescribe next steps to address gaps in student learning.
- Plan any professional development to develop teachers with instructional practices.
- Address any other emergent issues.

Agenda Topic(s)	Responsible Part(ies)
Meeting purpose	
General updates & follow up from prior weeks' next steps	
Review of coaching progress with assigned teachers	
Data results (follow up on action plans, DRA, SMI/SRI)	
Grade/Department meeting celebrations, growth and needs	
Other emergent topics	
Next steps; Action Items; Timelines	

Sample of a Teacher Leader's Day

*Based on a 6 hour and 45 minute day

Below are *recommended* times for how a leader should schedule their day. It is understood that at times other activities will be expected of the leader, i.e., leadership team meetings, ELA and math leader meetings, special projects; and that some activities may take longer than expected. *It is intended that a leader support ELA and math instruction, your day must be spent doing activities that support ELA and math.*

- 40 minutes lunch
- 40 minutes preparation (suggested activities may include responding to/sending emails, preparation of reports, data analysis, planning for coaching sessions, model lessons, planning for PLC meetings, etc.)
- 40-60 minutes for daily grade level/department meetings

Duties that should not be included:

- Performing administrative tasks in the absence of the building administrators. We do not recommend leaders being designated as the building administrator when the Principal is out. However, if this designation is absolutely necessary, than it is expected that the leader still completes their regular leader schedule, but is on call as needed.
- Lunch/morning/afternoon duties.
- Covering a class as a substitute.
- Making copies of materials and assessments for other people.
- Test coordinator for standardized testing (i.e. PARCC). Leaders may assist with testing but should not be test coordinator of record.
- Proctoring of assessments, beyond the expectation of a teacher (i.e., leaders should not be used for regular and make-up testing).
- Planning for school events such as fun days, field days, field trips, etc.

Interclass Visitation Schedule

Overview

In order for Interclass Visitations to be successful, the leadership team and teachers must develop a culture of collegiality and support. You may have to support some teachers in managing their reluctance about having any visitors in their classrooms, because visitations are an integral component in enhancing instructional practices and providing opportunities for professional growth.

The following points should be underscored with all persons involved in the process:

1. The process is non-evaluative.
2. The purpose of the process is to learn and improve the quality of instruction in every classroom.

Furthermore, by conducting inter-class visits, teachers will:

- Learn from colleagues
- Engage in professional conversations focused on student learning

Protocol

Teachers who are working with a coach may complete several inter-class visits over the course of their coaching cycle. With the approval of the receiving teacher, any teacher can conduct inter-class visits depending on their need. Once the coach and teacher have decided on an instructional area or areas of focus, the coach will identify the teacher to be visited, and coordinate the visit.

Steps for conducting Interclass Visits:

Step 1: Determine the area(s) of focus for the visits

Guided by the goals set at the beginning of the coaching cycle, the teacher and coach **will decide on a small, specific area of focus** on the *Interclass Visitation Form*⁸.

Step 2: Schedule visit

The coach will reach out to the teacher's whose classroom will be visited to schedule the visit. The coach should also speak with the administrative team so that arrangements can be made to provide coverage.

Step 3: Conduct visit

Teachers and coaches should conduct the visit following these guidelines:

- If possible, arrive at the class 3-5 minutes prior to the class. If that is not possible, arrive at the class at the beginning of the period so that instruction is not disrupted. If teachers are going to specifically observe the close of a lesson, they should arrive to the classroom about 20 prior to the end of the lesson.
- Perform the visit for 15-20 minutes. Be sure to take notes and complete the form during the visit.
- While visiting, remain unobtrusive unless directed to speak and interact with students directly.
- At the end of the visitation time, quietly exit the classroom.

⁸ Link to the *Interclass Visitation Form* is located in the Appendix.

Step 4: Conduct Debrief

After the visit, the visiting teachers will complete a *Teacher Reflection Form*⁹ in summary of their classroom

visits. The coach and teachers will debrief about what was observed and how it will impact practice of the teachers involved in the process.

Step 5: Develop Action Plan

After the visitation has occurred, the coach and teacher will collaboratively develop an action plan to support the teacher in improving his or her instructional practice in the area(s) of focus. The plan may include items such as: further inter-class visits, PD within the content area, co-teaching or other strategies that the coach feels is appropriate.

Note:

Inter-class Visitation overview and form adapted from: Frank J. Hubbard Middle of Plainfield, New Jersey's Inter-Class Visitation Protocol.

⁹ **Link to the *Teacher Reflection Form* is located in the Appendix.**

Appendix



Instructional Coaching Log and Training Record

The following *Coaching Log* is meant to allow the coach to record the work being done with the teacher. If there are appointments established between the coach and teacher they should be recorded here. If the appointments do not get completed, please note the reason (examples: snow day, PARCC testing). If there is not appointment established a snow day does not need to be noted.

Coach: _____ School: _____

Date	Time	Activity/Training	Category	Goal(s)	Follow-up

Categories:

D: Work with Data
 ML: Modeling lessons
 M: Meeting

PD: Coach-lead professional development
 PLC: Work with professional learning communities

TO: Teacher Observation/feedback
 TS: Teacher support

Sign-Off

Coach's Signature _____

Date _____

Principal's Signature _____

Date _____



Teacher: _____

School: _____

Coach: _____

Date: _____

Purposes for today's meeting:

- 2. Begin to create a trusting and productive coaching relationship and sort out a few logistics.*
- 2. Set a goal for our upcoming coaching cycle.*
- 3. Determine a tentative schedule.*

Part 1: Getting to Know You

- 1. What would you like me to know about you as a teacher and learner?**

- 2. What concerns do you have about coaching?**

- 3. What are your areas of strengths? What areas need improvement?**

- 4. What key parts of your practice can be improved to leverage student achievement?**

5. Norms and Expectations

Coach	Teacher
Follow-through on agreed-upon next steps outlined in our coaching log and notes	Follow-through on agreed-upon next steps outlined in our coaching log and notes
To be jointly created between the coach and teacher	To be jointly created between the coach and teacher
To be jointly created between the coach and teacher	To be jointly created between the coach and teacher
To be jointly created between the coach and teacher	To be jointly created between the coach and teacher

Part 2: Goal Setting

1. What would you like to get out of our coaching sessions? List 2.

2. What class would you like to focus on for co-teaching and modeling? Why? What *data point(s)* are you using to determine this? What are your specific goals for this class?

Part 3: Schedule

Our coaching cycle together will last 60 days: **from** _____ **to** _____. We will meet on _____ during your planning period from _____. During each week of the cycle, I'd like to have one 30-45 minute planning session together, and I'd also like to be in your classroom _____ times a week depending on the week. We will reassess our schedule and efforts, after the first several weeks to determine if those days and times are the most effective.

***Each week that we meet, we will do a combination of the following: review lesson plans, debrief about instruction, review data, and discuss specific research-based effective instructional strategies.*

Sample Agreed Upon Standing Meeting Date

Date	MONDAY __/__/__	TUESDAY __/__/__	WEDNESDAY __/__/__	THURSDAY __/__/__	FRIDAY __/__/__
Activity					

The purpose of scheduling is to set a standard meeting date if possible for the 60 day duration of the coaching cycle to ensure that there is a sacred time that coaching will occur. If you cannot schedule the same/time date each week, a schedule of agreed upon dates and times should be documented and signed off on for both parties to ensure that the feedback loop and coaching cycle occur.

Throughout the coaching cycle, the coach and teacher are reflecting on the teacher's progress towards achieving the goal(s) and making adjustments to support the teacher and student needs.

Teacher: _____

School: _____

Coach: _____

Date: _____

In the space below, create instructional goals. As I support you, we will use the instructional walkthrough tool and other supplemental documents to track your progress towards meeting these goals. The *Teacher Needs Assessment* may be used in the creation of goals.

Primary Coach: _____

Secondary Coach: _____

Goal #1



Challenge	Possible Solution(s)	Actionable Next Steps

Student Evidence /Look Fors	Teacher Evidence /Look Fors

Goal #2



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Challenge	Possible Solution(s)	Next Steps

Student Evidence /Look Fors	Teacher Evidence /Look Fors

Goal #3



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Challenge	Possible Solution(s)	Next Steps

Student Evidence /Look Fors	Teacher Evidence /Look Fors



Coach: _____

Date: _____

Review Feedback Implementation (~5 minutes):

Teacher Self-Assessment for Feedback Implementation

Beginning	Developing	Proficient	Exemplary
Big Takeaway is implemented only slightly or not at all.	Big Takeaway is only partially implemented, or implemented inconsistently.	Big Takeaway is implemented mostly faithfully and/or mostly consistently.	Big Takeaway is implemented faithfully and consistently. Only minor issues with implementation exist.

Precise Praise (~2-3 minutes):

Teacher Move That Was Effective	Link to QSR Indicators

Teaching Area to Target (~5 minutes):

New Big Takeaway & Teacher Moves (~7-8 minutes):

Planning & Prepping (~10 minutes):

Finalizing Next Visit and Feedback to Implement (~2 minutes):

Next Meeting Date	Feedback Strategy to Implement

Facilitation Rubric

Focus	1 – Low Quality	2 – Quality	3- High Quality	Rating	Notes
Timing	Meeting occurs more than two weeks after the need has been identified.	Meeting occurs within two weeks of the need being identified.	Meeting occurs within one week of the need being identified.		
Focus on Locus	Discussion is not based on enhancing instruction to bring about increased learning.	Discussion is somewhat based on enhancing instruction to bring about increased learning.	Discussion is largely based on enhancing instruction to bring about increased learning.		
Sharing of Best Practices	Best instructional practices are shared amongst none of the members present.	Best instructional practices are shared amongst some of the members present.	Best instructional practices are shared amongst all of the members present.		
Instructional Modifications	No future lesson plans and/or assessments are modified so that any non-mastered content is re-incorporated into instruction and re-assessed.	Some pertinent future lesson plans and/or assessments are modified so that some non-mastered content is re-incorporated into instruction and re-assessed.	All pertinent future lesson plans and/or assessments are modified so that all non-mastered content is re-incorporated into instruction and re-assessed.		
Specificity of Targeting Instructional Improvement	No SLOs/objectives/skills are targeted for intervention and re-assessment based on teacher preference.	Some SLOs/objectives/skills are targeted for intervention and re-assessment based on teacher preference.	Specific SLOs/objectives/skills are targeted for intervention and re-assessment based on teacher preference.		
			TOTAL RATING		

<8 = Low Quality

8-14 = Quality

15-18 = High Quality

Interclass Visitation Form

The purpose of this document is to provide a foundation for professional conversations leading to the enhancement of instruction and elevation of student achievement. *In no way is this document or subsequent discussions intended for use in the evaluation of teachers. Submission of this document to the building Principal or Vice Principal(s) should not be mandated.* The commentary provided is intended to empower teachers with useful information about the delivery of instruction and student outcomes in order for teachers to be self-reflective and proactive in the improvement of their practices.

Observer: _____

Date: _____

Subject/Grade: _____

Class size & arrangement: _____

Area of focus: _____

Desired Outcome: _____

Indicators (from the QSR indicators)	Examples	Evidence
<p><u>Proactive Culture for Students' Personal Growth (2.2):</u> The school community maintains a culture that values learning and promotes the academic and personal growth of students (and staff).</p>	<ul style="list-style-type: none"> • Students are encouraged & motivated • Conversations are grade appropriate • The speaker is listened to quietly • Students/Staff are free to express differences of opinion with each other in a respectful way • Communications appear to be respectful. 	
<p><u>Student Learning Objectives (3.1):</u> Student learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.</p>	<ul style="list-style-type: none"> • Clear, measurable objective • Lesson Plans • Rubrics • Checks for understanding • Activities connected to the learning objective • Public display in classroom (e.g. on white board; in a visible Power Point) 	
<p><u>Instructional & Response Strategies (3.2):</u> Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.</p>	<ul style="list-style-type: none"> • Multiple Entry Points of engaging • Activities suitable for diverse learners • Appropriate Pacing & Delivery • Technology Integration • Possible Activities: 	

	<ul style="list-style-type: none"> ○ Effective Questioning ○ Socratic method ○ Analysis, synthesis, and evaluation level questioning is primarily used ○ Debate ○ Lessons / objectives leads to student conversations and real-world applications ○ Lessons / objectives leads to student interdisciplinary connections 	
<p><u>Checks for Understanding (3.3):</u> Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.</p>	<ul style="list-style-type: none"> ● Throughout the lesson the teacher is clear about where the students are in mastering the objective ● Instructional strategies are chosen and adjusted based upon teacher's CFU. 	
<p><u>Content Knowledge (3.4):</u> Teachers demonstrate necessary content knowledge.</p>	<ul style="list-style-type: none"> ● Lessons are rich with relative content to standards. ● Students are engaged asking relevant questions that are clearly addressed, either by teacher or other students. ● Teacher supports content from many different angles to support all learning styles. 	
<p><u>Strategic Data Use (3.5):</u> Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data to differentiate instruction to improve student achievement.</p>	<ul style="list-style-type: none"> ● Lesson includes re-teaching and spiraling based upon checks for understanding and evidence of student learning. ● Instructional decisions- grouping, intervention, and planning are based upon multiple forms of data. 	
<p><u>Student Expectations (3.6):</u> Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.</p>	<ul style="list-style-type: none"> ● School & classroom rules are posted; students are aware of rewards and consequences ● Students demonstrate traits of self-regulated learners. 	

Teacher Reflection Form

Date: _____

Subject/Grade: _____

Class size & arrangement: _____

Area of focus: _____

Desired Outcome: _____

Ideas/Takeaways:

1. _____

2. _____

Reflection:

Impact for your Practice:

Sample Lesson Plan Checklist

Reviewer:	Date:
Teacher Name:	Grade/ Team /Subject:

Indicator	Yes	No	Evidence/Notes
The plan is aligned to CCSS as evidenced by the listed standards and objectives.			
Checks for understanding and formative assessments are specific and aligned to the daily learning objective. CFU occur at least three times within the class period, and strategies are varied during each lesson.			
Lesson activities and teacher level of questioning meet the rigor of the standard(s).			
Appropriate scaffolding is evident through the Gradual Release Model.			
The daily learning objective is achievable within that class period.			
The plan has a clear opening and closing learning activity that is aligned to the objectives.			
The plan includes specific data-driven differentiation strategies to meet the needs of specific groups of learners.			

***This checklist was designed as a follow-up tool to the RAC Instructional Specialist training on lesson planning. The checklist aligns to Domain 1 (Planning and Preparation) of the Danielson Evaluation model*