

Coaching Calendar

Beginning of Year: August - September

New teachers: Provide professional development (teach and model) and ongoing coaching (guided practice and application)

- **First**, help set up classroom
 - By helping organize room and materials
 - By gathering necessary curricular and assessment resources
 - By identifying a behavior management plan and connecting it to the school's behavior management plan
- **Then**, help learn curriculum and assessments, district and school Implementation Plans, and overall expectations
 - By understanding the teacher's role in the district and school mission statements, philosophies, initiatives, etc.
 - By writing effective lesson plans
 - By understanding standards and curricular resources
 - By understanding current Implementation Plans and next steps or new teachers to implement plans
- **Then**, help to build trusting working relationships with fellow teachers and students
 - By greeting students in the hallway before school and during transitions from class to class or during recess and lunch
 - By providing meaningful and positive feedback to both students and teachers
 - By listening, seeking to understand, and being a good team member

New teachers and/or veteran teachers needing extra support with teaching basics: Provide professional development (teach and model) and ongoing coaching (guided practice and application)

- **First**, help set up a behavior system (rules, routines, and procedures)
 - By designing a classroom system that includes meaningful and positive feedback
 - By connecting classroom system to schoolwide system
 - By conducting Coaching Cycles
- **Then**, help plan effective lessons

- By planning and writing effective lessons using curricular resources
- By reviewing other teachers' lesson plans as examples
- **Then,** help deliver effective lesson
 - By reviewing lesson plans and including active engagement throughout the plan
 - By conducting Coaching Cycles
 - By analyzing how lesson went and identifying next steps for improvement
- **Then,** help analyze data to differentiate instruction for both intervention and enrichment
 - By reviewing data reports and analyzing connections to curricular resources and lesson delivery
 - By using the data analysis to determine next steps for improvement
 - By analyzing individual student work and identifying next steps for improvement
 - By conducting Coaching Cycles

Middle of Year: October - January

Support new teachers and/or veteran teachers with extra support on basics from beginning of the year

- **First,** develop Implementation Plan with teachers around needed area (behavior, lesson planning, lesson delivery, differentiating instruction, and student relationships)
- **Then,** create Coaching Cycles to move teacher along Implementation Plan
 - Simple Coaching Cycle
 - Teaching
 - Modeling
 - Guided Practice
 - Application
 - Plan, Do, Study, Act (PDSA) cycles
- **Then,** debrief with principal on a regular basis to identify next steps

Support all teachers with current Implementation Plan

- **First,** develop an Implementation Plan with teachers around a current implementation (e.g. new strategy like close reading, new program, data based decision making, goal setting with students, etc.)
- **Then,** create Coaching Cycles to move teacher along Implementation Plan

- Simple Coaching Cycle
 - Teaching
 - Modeling
 - Guided Practice
 - Application
- Plan, Do, Study, Act (PDSA) cycles
- **Then**, debrief with principal on a regular basis to identify next steps

Middle of Year: February - April

Support new teachers and/or veteran teachers still needing extra support on focuses from the beginning (October - January) and the middle (February - April) of the year.

- **First**, develop Implementation Plan with teachers around needed area (behavior, lesson planning, lesson delivery, differentiating instruction, and student relationships)
- **Then**, revisit any Implementation Plans from October - January that still need extra support and determine whether group or individual coaching is needed
- **Then**, create Coaching Cycles to move teacher along Implementation Plan
 - Simple Coaching Cycle
 - Teaching
 - Modeling
 - Guided Practice
 - Application
 - Plan, Do, Study, Act (PDSA) cycles
- **Then**, debrief with principal on an ongoing and consistent basis to determine clear next steps that may involve more administrative support

Support all teachers with current Implementation Plans

- **First**, develop Implementation Plan with teachers around needed area (behavior, lesson planning, lesson delivery, differentiating instruction, and student relationships)
- **Then**, revisit any Implementation Plans from October - January that still need extra support and determine whether group or individual coaching is needed
- **Then**, create Coaching Cycles to move teacher along Implementation Plan
 - Simple Coaching Cycle
 - Teaching
 - Modeling
 - Guided Practice
 - Application
 - Plan, Do, Study, Act (PDSA) cycles
- **Then**, debrief with principal on a regular basis to determine next steps

End of Year: May - June

Support new teachers and/or veteran teachers still needing extra support on focuses from beginning (October - January) and middle (February - end of the year)

- **First**, revisit any Implementation Plans for October - April that still need extra support and determine whether group or individual coaching is needed and worthwhile
- **Then**, review Coaching Cycles and determine patterns and trends and next steps for support
- **Then**, share appropriate documentation with principal to determine clear next steps for the upcoming school year that may involve more administrative support
- **Finally**, continue to research and brainstorm ways to improve your coaching support for teachers

Support all teachers with current Implementation Plan

- **First**, revisit any Implementation Plans from beginning and middle of the year that still need extra support and determine whether group or individual coaching is needed and worthwhile
- **Then**, review Coaching Cycles and determine patterns and trends and identify successes and next steps for the upcoming

school year

- **Then**, share appropriate documentation with principal to determine celebrate successes and identify next steps for the upcoming school year
- **Finally**, continue to research and brainstorm ways to improve your coaching support for teachers

