Coaching Enhancement

STRIVE Consulting

SUPPORTING teachers in improving teaching and learning by: building TRUSTING relationships | being RESPONSIVE to teacher needs, using solutions oriented INNOVATIVE thinking | VALIDATING achievement and progress for teachers and students | ENGAGING with teachers in their hard work

COACHING ENHANCEMENT

The Coaching Enhancement will guide you in developing a coaching plan that allows you to prioritize and differentiate support for teachers in implementing Focus Folders and PDSAs to strengthen the Literacy Structures at your school.

WHY SHOULD I DEVELOP A COACHING PLAN?

A coaching plan demonstrates a partnership between the teacher and coach, focused on improving learner outcomes. A coaching plan helps you prioritize the coaching needs of your school and teachers. A coaching plan helps you identify the instructional priorities/focuses of the school and develop a clear coaching plan for helping teachers reach those goals.
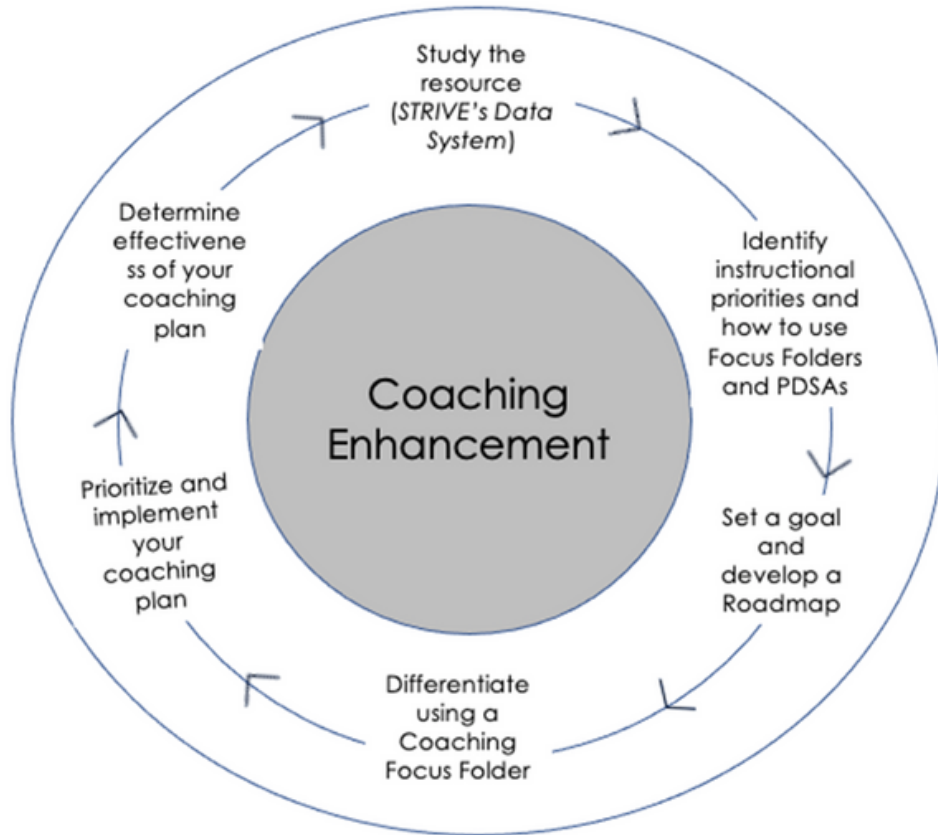
HOW DO I DEVELOP A COACHING PLAN?

The resources in this enhancement will help you develop a coaching plan that includes an instructional priority/focus with a measurable goal for improving teaching and learning, a Roadmap (step-by-step implementation plan) for reaching the goal, a Coaching Focus Folder for differentiating based on teacher needs, a pathway for prioritizing coaching practices/activities (PD, coaching cycles, meetings, etc.), and a way to determine your effectiveness as a coach including reflection and identifying next steps for improvement.

> **Note:** STRIVE is here to support you. Reach out to us for additional coaching support. We can provide virtual and in person support for any amount of time. Check out STRIVE's Coaching Bundles for additional resources to support your coaching plan including creating a clear job description/coaching duties, principal and coach meetings, coaching cycles, and much more. www.strivetlc.com

Study the resource (*STRIVE's Data System*)

Determine effectiveness of your coaching plan

Identify instructional priorities and how to use Focus Folders and PDSAs

Prioritize and implement your coaching plan

Coaching Enhancement

Set a goal and develop a Roadmap

Differentiate using a Coaching Focus Folder

Study the parts of STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups

Identify clear instructional priorities of the school for improving teaching and learning and how to use Focus Folders and PDSAs to support those priorities

Set a SMART goal and develop a Roadmap for the instructional priorities that clearly identifies the steps for reaching that goal including the use of Focus Folders and PDSAs

Create a Coaching Focus Folder to differentiate support for teachers focused on the instructional priorities

Develop a pathway for coaching to prioritize and implement coaching (i.e., high-quality meetings and PD, coaching conversations, peer-coaching, and coaching cycles)

Use a Coaching Tracker to determine the effectiveness of your coaching plan and reflect and identify next steps for improving your coaching

Note: As a bonus, the steps in this Coaching Enhancement should help you with developing a coaching plan for any instructional priority.

HOW DO I STUDY AND LEARN STRIVE'S DATA SYSTEM: A HOW-TO ON PLANNING, TEACHING, AND ASSESSING READING GROUPS?

Take time to read through each section of the book

o Begin with the Literacy Structures Tab. This Tab identifies all of the ways you can integrate Focus Folders and PDSAs into your current Literacy Structures.
o Dig into the Focus Folder Tab. Understand the stages of reading development and the progression of those stages throughout the grade levels.
o Dig into the Grouping Tab. Understand how the Flowcharts are developed for the assessment you are using. Understand why each subtest is listed and where it is listed on the Flowchart.
o Practice the Targeted Activities so you can model and support teachers with planning, teaching, and assessing their lesson plans.
o Develop some lesson plans as exemplars for teachers. You will find examples in both the Instruction Tab and PDSA Tab.

Download the Study Note Catcher and take notes

o Key Ideas of each Tab
o How are the key ideas similar to what our school is already doing? How are they different?
o What PD and supports would teachers need to be successful implementing the key ideas?

What are Literacy Structures?
A set of processes and procedures designed to accomplish a common goal (i.e., improve teacher practice and learner outcomes throughout all tiers of instruction)
- Multi-Tiered System of Support (MTSS) and Response to Intervention/Instruction (RTI)
- Data meetings
- Professional learning goals and teacher effectiveness plans
- Schoolwide goals and improvement plans
- Coaching the work
- Leading the work

HOW DO I DETERMINE OUR INSTRUCTIONAL PRIORITIES?

Read your school's improvement plans, which should define the instructional priorities (i.e., improve % of students at proficiency in reading)

Meet with your administration and leadership team to determine the school's instructional priorities and literacy structures (i.e., Focus on improving whole group core instruction (instructional priority) will strengthen our MTSS (literacy structure))

Determine how Focus Folders and PDSAs will strengthen the implementation and success of your instructional priorities
o How will teachers use Focus Folders to determine how to scaffold whole group core instruction?
o How will teachers know if their instruction is effective?
o How will we support teachers?
o How will we monitor and provide ongoing assistance?

How do I set a goal?

Once you have determined your instructional priority, draft a SMART goal with your principal and leadership team. What does it look like when it is successful for students, teachers, the instructional coach, and the principal?

Instructional Priority #1: Data meetings focused on student impact (positive learner outcomes) including how to scaffold whole group core instruction, so students have more success accessing complex text.
SMART Goal Specific. Measurable. Attainable. Realistic. Timely.
Goal 1: By October 1st, 100% of teachers will have a Focus Folder prepared to use during meetings for discussion around student data and scaffolding whole group core instruction.
Goal 2: By January 30th, 80% of teachers will be bringing Focus Folders and additional student data to data meetings to determine if scaffolds are helping students be more successful accessing complex texts (reading, writing, discussing text students read). AND 50% of teacher teams will be discussing student data (i.e., independent, formative, and common assessments) using a PDSA cycle and identifying next steps for planning, teaching, and assessing scaffolds for core instruction and improved student achievement (i.e., independent data, formative assessments, student work samples, common assessments, state assessments).

WHAT IS A ROADMAP?

- **A detailed strategy for doing and achieving something; a game plan with an end goal in mind**
- **A plan that contains steps from beginning to full implementation**
- **A plan to help you provide coaching to teachers in improving teaching and learning**
- **A plan that involves teachers in identifying where they have been, where they are, and where they are going with an implementation**

What are the types of Roadmaps?
There are three types of Roadmaps

Determine which type of Roadmap to use - Any of the three types of Roadmaps will work. However, we have found that the checklist is preferred by most coaches to use as part of their coaching plan. Determine which one makes the most sense for the goal that needs to be accomplished.

Checklist

Action Plan

Visual Map

Checklist

Instructional Framework Checklist

Step 1: Identify a clear goal for the checklist.

By May of 2021, all areas of the Instructional Framework will be in place in 100% of classrooms as measured by daily walkthroughs using the walkthrough tool.

Step 2: Identify critical steps that could be missed and prevent you from achieving the goal.

- ❑ Training for staff not able to attend initial PD.
- ❑ Additional examples and information on what each section of the Instructional Framework looks like at their grade level.

Step 3: Make the steps actionable with a specific response or action to be completed or observed.

- ❑ The Leadership Team will define "bell-to-bell" instruction for the school.
- ❑ The Leadership Team will identify expectations for the "beginning" portion of the Instructional Framework.
- ❑ Provide PD for staff on the how and why of an Instructional Framework, introducing the "beginning" section of the Framework and expectations for teachers and students.
- ❑ Provide coaching for teachers on the implementation of the "beginning" section of the framework.
- ❑ During walkthroughs, leadership will focus on the implementation of the "beginning" of the Instructional Framework.

Step 4: Provide guiding questions for the teachers to answer as they review the checklist. Review feedback and adjust as necessary.

- ❑ How does the Instructional Framework support students in my classroom?
- ❑ What are the specific objectives for every activity I am asking students to engage in during the day? How do my "beginning" and "closing" activities support those objectives?

A systematic list of items/steps that need to be completed and can be checked off as you move forward in accomplishing the goal. (i.e., the Response to Intervention (RTI) process for identifying and helping struggling learners, tiering process for identifying and helping struggling teachers, assessment periods where the same items need to be done the same way every time, lesson planning components all teachers must implement, a new implementation where just compliance is being expected and monitored).

Action Plan

Action Plan Example

Big Goal: By May of 2021, all areas of the Instructional Framework will be in place in 100% of classrooms as measured by daily walkthroughs using the walkthrough tool.

Mini-Goal 1.1: The Leadership Team will create the "beginning" section of the Instructional Framework and support teachers in implementing.

Progress: During walkthroughs, leadership will focus on the "beginning" of each class period as outlined in the Instructional Framework.

Action Step (check off or highlight when complete)	
❑ The Leadership Team will define "bell-to-bell" instruction for the school.	Timeline: October 5, Leadership Meeting Person(s) Responsible: Leadership Team Completed:
Action Step (check off or highlight when complete) ❑ The Leadership Team will identify expectations for the "beginning" portion of the Instructional Framework.	Timeline: October 5, Leadership Meeting Person(s) Responsible: Leadership Team Completed:
Action Step (check off or highlight when complete) ❑ Provide PD for staff on the how and why of an Instructional Framework, introducing the "beginning" section of the Framework and expectations for teachers and students.	Timeline: October 14, PLC Person(s) Responsible: Leadership Team Coach Completed:
Action Step (check off or highlight when complete) ❑ Provide coaching for teachers on the implementation of the "beginning" section of the framework.	Timeline: After October 14, PLC Person(s) Responsible: Coach Completed:
Action Step (check off or highlight when complete) ❑ During walkthroughs, leadership will focus on the implementation of the "beginning" of the Instructional Framework.	Timeline: November Person(s) Responsible: Leadership Completed:

A plan that contains many details to ensure the goal(s) is achieved. Action Plans include goals, objectives, timelines, measurements, action steps, and persons responsible for each action step. (i.e., school improvement goals for increasing student proficiency, improving school quality, improving teacher morale, goal setting with teachers)

Visual Map

Visual Map Example: Implement Close Reading Once a Week			
Refer to the Close Reading activity in the Resources Tab for details on A, B, and C below			
1. Teacher receives initial professional development (PD) on close reading from type and text reading activities	2. Teacher receives follow up PD on the why (research) and how (instructional delivery) of close reading and a model is provided by coach or video or fellow teacher.	3. **Teacher receives support in developing a close reading lesson beginning with A (to identify what the text says).**	4. Teacher begins to teach close reading to whole or small group just focusing on A.
5. Teacher reflects on close reading lesson with coach or colleague and identifies next steps; either repeat steps 3 and 4 or move onto step 6.	6. Teacher receives support in developing a close reading lesson with A and B (to interpret and critique how the text works).	7. Teacher teaches close reading lesson focusing on A and B (multiple reads).	8. **Teacher reflects on close reading lesson with coach or colleague and identifies next steps; either repeat A and B or move onto C (to analyze what the text means).**
9. Teacher receives support in developing a close reading lesson with A, B, and C and implements next steps.	10. Teacher teaches close reading lesson focusing on A, B, and C (multiple reads).	11. **Teacher reflects on close reading lesson with coach or colleague and identifies next steps: either repeat steps 9 and 10 or move onto 12.**	12. Teacher teaches another close reading lesson using A, B, and C.
13. Teacher reflects on lesson and identifies next steps for improving instruction.	14. Teacher teaches another close reading lesson using A, B, and C and implements next steps.	15. Teacher reflects on student discussion and/or written responses and identifies next steps for improving instruction.	16. **Teacher's lessons are well planned; teacher is implementing close reading weekly; and student data (discussion and/or written responses) shows deepening understanding of text).**

A visual representation of a checklist or action plan. It includes an end goal and step-by-step actions for completing the goal. Often referred to as a roadmap, teachers can easily see where they've been, where they are, and where they're going.

ROADMAPS

HOW DO I DEVELOP A ROADMAP?

- Begin with the end in mind. What does it look like when it is successful for teachers and students and coaches and principals?
- Use a SMART goal (Specific. Measurable. Attainable. Realistic. Timely)
- Determine all of the steps needed to achieve the goal. Make a list of everything that will need to happen to meet the goal.
  - Logistics (i.e., schedules, meetings, materials)
  - Communication
  - Professional development
  - Meetings
  - Planning
  - Observations and feedback
  - Peer observations
  - Reflection
  - Next steps (adaptations, additions, and adjustments)
- Put your list in order beginning with the very first step that needs to be taken
- List out as many steps as you can. You may not identify every step to begin with and that is okay. Revisit the Roadmap often and add additional steps as needed. See example for Data Meetings below.

Roadmap Example: Data Meetings
End Goal: 100% of teachers will have a Focus Folder prepared to use during meetings for discussion around scaffolding whole group core instruction and targeting small group core instruction

Developing Focus Folders Roadmap (Checklist)			
Implementation Steps		**Notes for Support** (PD, coaching, administration)	**Check**
Think through presentation to staff □ What are we already doing well around data-informed decision-making? □ How will the Focus Folder enhance our work? □ Is there anything we want to stop doing? □ How does this fit into professional learning goals? □ How will leaders support you? □ How will coaches/team leads support you?			□
□ Schedule time for PD (2 to 3 hours) after benchmark data is complete □ Brainstorm ways to find time (i.e., working lunch, coffee before school, combine staff meeting with PD, time for time- 45 minutes after school = teachers leaving earlier on one or two Fridays)			□
Gather Materials for PD □ File Folders (each teacher needs 2) □ Double-sided tape			□

☐ Sticky notes (blue, green, yellow, pink). Each teacher will need all 4 colors and several of each color.			
Print Materials ☐ Focus Sheets in Focus Folder Tab ☐ Flowcharts for grouping students ☐ Student Data (or make sure teachers can bring it up on their devices)			☐
Develop Professional Development ☐ **Why:** Stages of Reading Development ☐ **What:** Focus Folder ☐ **How:** Grouping ☐ Agenda (at least 2 days before meeting) to send to teachers on what to bring to the PD and the *why, what,* and *how* that will be covered. Include materials (data/reports, laptop, highlighters, etc.).			☐
Conduct PD ☐ Present (teach, model, guided practice, application) the *why, what,* and *how* ☐ Give teachers time to group students (at least 45 minutes the first time) ☐ Ensure teachers walk away with a completed Focus Folder			☐
Identify the next step for using Focus Folders ☐ Bring to Data Meetings to keep conversations focused on students ☐ Use Data Meetings resources in Focus Folder ☐ Provide additional coaching support for teachers as needed and requested			☐

☐ End Goal: 100% of teachers will have a Focus Folder prepared to use during meetings for discussion around scaffolding whole group core instruction and targeting small group core instruction

Note: The Roadmap becomes a valuable tool as part of your coaching plan. You are able to see which teachers are moving along the Roadmap to the end goal and which teachers or teacher teams may need more coaching support. You can develop a Roadmap as part of your coaching plan, even if your school does not develop one collectively. However, creating a Roadmap around a school's instructional priority with teachers helps create buy-in and trust and it is highly recommended. We want to do this with teachers and not to teachers. Teachers can identify where they are on the Roadmap and what supports they need.

COACHING FOCUS FOLDER

HOW DO I DIFFERENTIATE MY COACHING?

- Understand the stages of implementation
- Develop and implement a Coaching Focus Folder. A Coaching Focus Folder is like a student Focus Folder and identifies needed support for teachers instead of students. It is a tool that helps you identify and meet the needs of teachers as they work to improve teaching and learning.
- Use the big ideas/quick wins on the Coaching Focus Folder to support teachers
- Use the Coaching Cards for additional ideas and details to support teachers

> **Note:** Relationship building is shaped by several factors:
> - Interpersonal skills
> - Collaborating skills
> - The coach's expertise in area in which coaching is occurring
> - Teacher's perception of coaching (nonevaluative vs. evaluative)
>
> *(Mangin, 2009; Matsumura, Garnier, & Resnick, 2010; (Cantrell & Hughes, 2008; Chval et al., 2010; Gallucci et al., 2010; Snyder et al., 2015)Matsumura, Sartoris, Bickel, & Garnier, 2009; Walpole et al., 2010)*

WHAT ARE THE STAGES OF IMPLEMENTATION?

- The way people respond to changes, from stress and anxiety to doubt and anger
- Based on the Stages of Concern from the Concerns Based Adoption Model, University of Texas Austin, Jim Knight's work, specifically Unmistakable Impact and Instructional Coaching, and our experience working with literacy experts, schools, coaches, and teachers through many implementations over many years

Stages of Implementation	Typical statements, questions, and concerns from teachers
A: Lots of Support	I am concerned about implementing this. I am not interested in learning about this. I have no desire to implement this.
B: Strategic Support	How will this implementation affect me? I want to know more before I implement. I'm not sure how this will fit with what I am currently doing? Where will I find the time?
C: Some Support	What changes will I have to make with this implementation? What will I have to implement? Do I have to do all parts of this? What support will be provided? How will this affect my students?
D: Little Support	Where is the implementation going? What are the plans? What if I have a better idea for implementing this? I have some ideas to share.

COACHING FOCUS FOLDER

WHY SHOULD THE STAGES OF IMPLEMENTATION BE PART OF MY COACHING?

- Teachers are at the heart of an implementation, so it is critical to identify where they are and support them in working through challenges and progressing in improving teaching and learning
- Assessing and responding to staff concerns and perceptions will increase the success of the teachers, the implementation, and student achievement

> **Note: Once TRUST is established**, some coaches share this concept with teachers. Coaches explain the stages of implementation and have teachers identify where they are and the support they would like from the coach. When you use this as a tool for coaching, be very cognizant of who you share it with and why.

HOW DO I CREATE A COACHING FOCUS FOLDER?

- Get a file folder and create a Coaching Focus Folder based on the Stages of Implementation
- Copy and place the Coaching Focus Folder Template (below) into a file folder. A goes to the far left, then B. C goes on the right side of the folder and D on the far-right side
- Think of your instructional priority and end goal
- Group your teachers using the Coaching Flow Chart below focusing on your instructional priority

> **Note:** You will see that the Coaching Focus Folder is similar to the Focus Folders from the book, *STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups.* The Coaching Focus Folder is for coaches to identify teacher's stage of implementation and support them in moving through the stages of implementation to having more success in improving teaching and learning. The Focus Folders are for teachers to identify student's needs and target those needs in whole group core instruction, small group core instruction, intervention, and enrichment.

Coaching Focus Folder
Stages of Implementation

Left side of the folder   Right side of the folder

Group A	Group B	Group C	Group D

Coaching Flow Chart
To help with placement on the Coaching Focus Folder

First	**Think about all of the data you gathered and what you know about each teacher** • Notes you have from meetings and observations • Conversations you had with individual teachers • Modeling and support you and others have provided • Student data in relation to the Roadmaps (i.e., If the Roadmap is for implementing a new program, then review weekly assessments, which may be stronger or weaker than what you anticipate based on your coaching. If the Roadmap is for implementing Focus Folders, then think through benchmark data (beginning, middle, and end of year) and the need for teachers to use Focus Folders to target instruction.) • Teacher data (i.e., participation in PD, meetings, walkthroughs, observations, reflection, coaching cycles, conversations, surveys) • Professional and personal experiences that could be impacting teacher behavior
Second	**Review the characteristics in each column** *(most support, strategic support, some support, and little support)* based on your current **Roadmap** (i.e., Implementing Focus Folders to scaffold whole group core instruction) to help you determine where to place teachers. Use the data above and the characteristics to get the most accurate placement for each teacher. Don't place teachers based on assumptions (i.e., principal says they are a great teacher, they are a good reading teacher, so they must be a good math teacher, they are always nice and easy to work with so they must be collaborative, they are not nice so they must go in group A).

Group A Most Support	Group B Strategic Support	Group C Some Support	Group D Little Support
Characteristics: *More concerned about another implementation (math or science club) *Not concerned about this or another implementation *Concerned that other priorities are taking time and focus (personal or professional)	Characteristics: *Wants to discuss the implementation *Wants to know what resources and support are available for implementing *Wants to know what the implementation will require NOW *Wants to know why this is better than what we have and how it fits with what we already do *Would like to know what changes need to be made and the time and energy required *Would like to know who will make the decisions	Characteristics: *Concerned about time to organize myself each day and manage all the implementation requires *Concerned about the coordination of tasks and people taking too much time *Concerned about conflicts between my interests and what I believe and the responsibilities of this implementation	Characteristics: *Concerned about student impact *Concerned about evaluating the effectiveness for students *Concerned about including student feedback and making needed changes *Would like to help and maybe mentor other staff *Would like to coordinate with others and maximize the effects of the implementation *Would like to revise or modify parts of the implementation

Third	**Determine which group best matches each teacher or grade level** based on where you are with the teachers on your Roadmap (checklist, action plan, or visual map), the data you have gathered and the characteristics. Then, write each teacher's name on a colored sticky note. If a teacher needs little support write his or her name on a blue sticky note and place in Group D. If a teacher needs some support write his or her name on a green sticky and place in Group C. If a teacher needs strategic support write his or her name on a yellow sticky note (Group B), and if a teacher needs the most support write his or her name on a pink sticky note (Group A). *This can also be done by teams/groups instead of individual teachers. Use one sticky note for each team/group.* **Place each sticky note in the correct group**

COACHING FOCUS FOLDER

HOW DO I USE THE COACHING FOCUS FOLDER TO DIFFERENTIATE MY COACHING?

- Use the big ideas on the Coaching Focus Folder to differentiate your support for teachers
    - Conversations
    - Clearly Communicate
    - Peer Coaching
    - Resources
    - Observations
    - Demonstration Lessons

Example: If a teacher is in group A with using Focus Folders, the big idea/quick win on the Coaching Focus Folder identifies that the coach needs to acknowledge the concerns and listen carefully only adding a little new information at a time.
If a teacher is in group D, the coach needs to see how the teacher can help the coach lead the implementation of Focus Folders (student version) (i.e., mentoring another teacher, providing examples of Focus Folder and uses)

- Use the Coaching Cards for detailed ideas for differentiating your coaching based on where you placed teachers on the Coaching Focus Folder. The Coaching Cards have the same categories but include many more ideas and details for each category than what is on the Coaching Focus Folder. The Coaching Cards will help you with all parts of your coaching plan (i.e., PD, meetings, coaching cycles, etc.)
    - Conversations
    - Clearly Communicate
    - Peer Coaching
    - Resources
    - Observations
    - Demonstration Lessons

Observations

Pre-Post

- Set up a pre-conference
- Teacher defines goal of observation
- Observe and take notes on goal
- Set up a post-conference
- Review notes and identify next steps

Pre-conference → Observe → Post-conference → Debrief
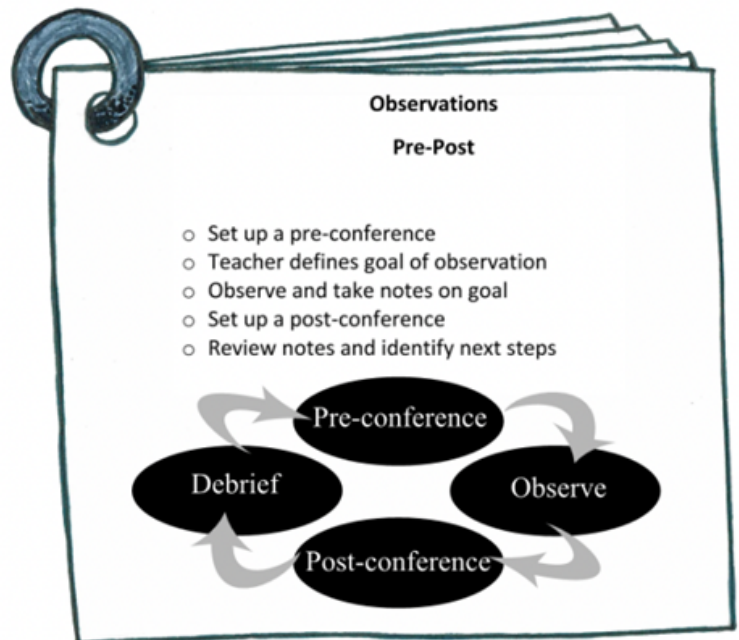
Example: If a teacher is in group B, you might use one of the Peer Coaching cards to set up pre and post observations with a teacher that is using their Focus Folder to scaffold whole group core instruction.
If a teacher is in group C you might schedule a Conversation and use one of the reflective stem Coaching Cards to ensure you are asking thoughtful questions and taking time to really listen to the teachers concerns.

Coaching Focus Folder Stages of Implementation			
Group A	Group B	Group C	Group D
C: Conversations, CC: Clearly Communicate, PC: Peer Coaching, R: Resources, O: Observations, DL: Demonstration Lessons			
Coaching Focus Areas C: Ask questions, listen to concerns, and then share a little information to pique interest but not overwhelm C: Acknowledge concerns using reflective statements CC: Pre-correct gossip and inaccurate sharing by clearly communicating about the implementation and ensure questions are relevant PC: Encourage discussion with a colleague that is further along with the implementation R: Help gather and organize the resources needed for a specific part of the implementation O: Complete pre- and post-observation meetings DL: Develop the lesson and meet to go over process for modeling, observing, and debriefing, and repeat as necessary	**Coaching Focus Areas** C: Ask questions, listen to hesitations, and pair with a colleague that can provide support. CC: Excitedly share information about the implementation in a variety of ways (verbally, email, staff meetings) CC: Use personal notes to provide encouragement PC: Encourage or set up conversations and classroom visits with others that are a little further along in the implementation PC: Connect with other teachers that have had similar hesitations but have moved passed them R: Provide support in identifying and using the available resources O: Complete pre and post observations DL: Plan lesson together, model small and most critical pieces, debrief, plan together again, observe same critical piece, debrief, and continue cycle as needed	**Coaching Focus Areas** C: Ask questions, listen, and then brainstorm solutions with "If this...then that" statements. C: Address immediate tasks or demands and not what will or could happen in the future CC: Clarify the steps and parts of the implementation by providing a "how-to" document or checklist that includes a timeline for implementation PC: Encourage observations in classrooms of teachers that are just a step or two ahead in the implementation R: Assist in streamlining access to the materials and resources O: Complete pre- and post-observations DL: Plan lesson together, model, debrief, plan together again, observe, debrief, and continue cycle as needed	**Coaching Focus Areas** C: Provide encouragement for acting in a leadership role, and provide motivation for collaborative conversation CC: Seek feedback and ideas on the implementation that would help support others or make the resources more effective PC: Assist in organizing time for modeling and sharing implementation R: Help access resources needed to refine their ideas and put them into practice O: Arrange for observations by other staff members DL: Encourage a leadership role with collaborative planning and time for discussions to occur

HOW DO I PRIORITIZE MY COACHING PLAN?

- Develop a plan based on your Coaching Focus Folder. Use the chart below as a guide to help you prioritize your coaching support
  - Review your SMART goal and Roadmap
  - Review your Coaching Focus Folder and the placement of each teacher
  - Identify the time you have for coaching. Be realistic and meet with your administration to make sure you understand all of your coaching duties and the time you have for heavy coaching (direct impact on improving teaching and learning, such as coaching cycles and high-quality PD) as opposed to light coaching (indirect impact on teaching and learning such as organizing curricular resources and assessment materials).
  - Adjust the Prioritize Coaching Practices chart below to prioritize your coaching and have a plan for implementation

Note: The coaching practices with the strongest evidence for improving teacher practice and learner outcomes include observations, modeling and demonstration lessons and feedback around teacher implementation and student achievement. Alliance-building strategies (relationship-building) are a critical part of all coaching practices. Coaching practices typically occur AFTER teachers participate in professional development to ensure more success with implementation. (*Pierce, 2015, p.27, Joyce & Showers, 2002*)

Prioritize Coaching Practices

Coaching Practices *You may identify additional coaching practice/activities as part of your coaching plan.*	GROUP A (Teachers needing the most support)	GROUP B (Teachers needing strategic support)	GROUP C (Teachers needing some support)	GROUP D (Teachers need little support
Coaching Cycles	At least 2x a month	3x to 4x per year	1x to 2x per year and as requested	As requested
Professional Development	Weekly based on need (e.g., Focus Folders to scaffold whole group core instruction, PDSAs, curriculum, instructional delivery, classroom management). May include follow up from whole staff PD to support implementation into practice.	Twice a month based on need (i.e., Focus Folders to scaffold whole group core instruction, PDSAs, curriculum, instructional delivery, classroom management). May include follow up from whole staff PD to support implementation into practice.	At least monthly (may be whole staff or team PD and individual follow-up is not needed)	May be whole staff or team PD and individual follow-up as requested.
Meetings	At least twice a month and targeted based on success of PD and Coaching Cycles and connected to data (e.g., student outcomes and instructional walkthroughs).	At least once a month and targeted based on success of PD and Coaching Cycles and connected to data (e.g., student outcomes and instructional walkthroughs).	Once a month and targeted based on success of PD and Coaching Cycles and connected to data (e.g., student outcomes and instructional walkthroughs).	As requested but check in at least once a month based on success of PD and Coaching Cycles and connected to data (e.g., student outcomes and instructional walkthroughs).
Coaching Conversations	Weekly	Twice a month	At least monthly	At least monthly to check in (teacher leader options and teacher needs) Don't forget this teacher!
Coaching Cards	Use the coaching cards to plan your professional development, coaching cycles, meetings, and conversations. They include lots of ideas for planning and for effectively communicating with teachers.			

Prioritize Coaching Practices				
	Group A	Group B	Group C	Group D
Coaching Practices				
Coaching Cycles				
Professional Development				
Meetings				
Coaching Conversations				
Coaching Cards				

HOW DO I IMPLEMENT MY COACHING PLAN?

- Gather your Coaching Tools
  - Knowledge from studying STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups
  - Roadmap
  - Coaching Focus Folder
  - Prioritize Coaching Practices chart

- Meet with your administration to review your tools and discuss your coaching plan, and of course never divulge any information that would break trust with a teacher. You should meet at least weekly with your administration to ensure communication and support for your coaching plan.

- Decide how you will use the Roadmap with the school's instructional priority/focus as part of your coaching plan
  - Schoolwide (i.e., the Leadership team will review each meeting and identify the next steps for coaching support)
  - A copy of the Roadmap for each teacher team so you can identify the needs of each team and the next steps for support in progressing through the Roadmap to the end goal
  - A copy of the Roadmap for each teacher so you can identify needs of each teacher and next steps for supports in progressing through the Roadmap to the end goal
- Map out your coaching activities/practices from your Prioritize Coaching Practices chart on your coaching calendar
  - First, identify the PD throughout the year for the school. Visit with your administration if necessary. Gather input from your leadership team.
    - What PD time do we have and what can I use for Focus Folders and PDSAs?
    - Are there other times I can have for PD for teachers that need extra support?
    - How can we be creative with PD?
  - Then, identify the meetings throughout the year for the school. Visit with your administration if necessary. Gather input from your leadership team.
    - What meeting times do we have and what can I use for Focus Folders and PDSAs?
    - Are there other times I can have for meetings with teachers that need extra support?
    - How can we be creative with meetings?
  - Next, identify when you will begin coaching cycles
    - Begin with group A - get the pre-conference on your calendar
    - Then, move onto scheduling group B
    - Check in with group C and D and schedule when they are ready
    - Revisit your coaching cycle schedule every month. Try to stay one month ahead with scheduling
  - Finally, put notes in your coaching calendar for regular check-ins and conversations with teachers based on your Prioritize Coaching Practices chart

Note: Don't forget to use the coaching cards to plan your professional development, coaching cycles, meetings, and conversations. They include lots of ideas for planning and for effectively communicating with teachers.

COACHING EFFECTIVENESS AND NEXT STEPS

There are many resources for determining your effectiveness and identifying next steps in STRIVE's Coaching: A how-to on becoming an effective instructional coach. The Coaching Tracker is one that coaches often tell us helps them the most to determine their effectiveness in improving teaching and learning.

- Use a Coaching Tracker to determine the teacher's initial success with coaching and then then the sustained success
- Supporting teachers as they move through the stages of implementation on your Coaching Focus Folder
- Analyzing your coaching cycles over time
- Asking for teacher feedback through surveys and conversations
- Meeting with your administration and sharing successes, struggles, and next steps, while maintaining confidentiality and trust
- Analyzing your coaching plan and reflecting on next steps for improvement

WHAT IS A COACHING TRACKER?
A way to track your coaching support

WHY USE A COACHING TRACKER?
To see evidence of your effectiveness as a coach in improving teaching and learning

HOW DO I USE A COACHING TRACKER?

The Coaching Tracker can be used in many ways. You can track groups of teachers like teacher teams or Group Coaching Cycles. You can track individual teachers when you are conducting Individual Coaching Cycles. You can track all of your coaching activities for each teacher team or individual teachers throughout the year.

- Part 1 of the tracker is for each coaching activity (i.e., Coaching Cycles, meetings, PD) you provide. Use the tracker for an extended period of time (i.e., 1 month, 6 months or a year) for all coaching practices/activities you complete with a teacher, teacher team, or group). This will allow you to see how your coaching support helped a teacher, teacher team, or group improve his or her instruction and learning for students over time.
  - List the name of the teacher, teacher team, or group and Identify the coaching practice/activity (i.e., PD, meeting, Coaching Cycles)
  - Identify the instructional priority/focus. The instructional priority/focus can come from a Roadmap or just be something the teacher, teacher team, or group wants to work on improving.
  - Identify the start and end date of the coaching practice/activity
  - Identify the success of the teacher or teacher team of implementing the instructional priority/focus to improve teaching and learning on a scale of 1 to 4. 1 being low success, 2 being some success, 3 being a lot of success, and 4 being exceptional success.
  - Identify the teacher or teacher teams' sustainability after a period of time). 1 being low sustained success, 2 being some sustained success, 3 being a lot of sustained success, and 4 being exceptional sustained success.
  - Identify whether to celebrate with the teacher or teacher team and administration or provide more coaching.

Note: It is important to review each coaching activity for Sustained Success. Success should be demonstrated through data and classroom walkthroughs. After a period of time, is the instructional priority/focus still being sustained? If so, celebrate with the teacher and administration. If not, consider deeper Focused Coaching, a component of STRIVE's Coaching: A how-to on becoming an effective instructional coach.

Coaching Tracker Part 1		
Teacher/Teacher Team/Group:		
Coaching Activity:	Coaching Activity:	Coaching Activity:
Instructional Priority/Focus: Starting date: Ending date: Success: 1 2 3 4 Why? Sustained Success: 1 2 3 4 Why? Next Steps: Celebrate More Coaching Other	Instructional Priority/Focus: Starting date: Ending date: Success: 1 2 3 4 Why? Sustained Success: 1 2 3 4 Why? Next Steps: Celebrate More Coaching Other	Instructional Priority/Focus: Starting date: Ending date: Success: 1 2 3 4 Why? Sustained Success: 1 2 3 4 Why? Next Steps: Celebrate More Coaching Other
Notes:	Notes:	Notes:

Coaching Tracker Part 1		
Teacher/Teacher Team/Group: Teachers in group A		
Coaching Activity: Meeting with the group to review how to create a Focus Folder to analyze student data	**Coaching Activity:** All staff PD on analyzing Focus Folder and identify needed scaffolds for whole group core instruction	**Coaching Activity:** Meeting with two teachers to review September PD
Instructional Priority/Focus: Use of Focus Folders **Starting date:** September 5th **Ending date:** September 20th **Success:** 1 2 **3** 4 **Why?** **Sustained Success:** 1 2 **3** 4 **Why?** **Next Steps:** 　Celebrate　　More Coaching　Other	**Instructional Priority/Focus:** Use of Focus Folder to identify scaffolds for whole group core instruction **Starting date:** September 25th **Ending date:** October 25th **Success:** 1 2 **3** 4 **Why?** **Sustained Success:** 1 **2** 3 4 **Why?** Walkthrough data shows at least 50% of teachers are implementing scaffolds based on student data on their Focus Folders. **Next Steps:** 　Celebrate　　More Coaching　Other	**Instructional Priority/Focus:** Use of Focus Folder to identify scaffolds for whole group core instruction **Starting date:** October 30th **Ending date:** November 2nd **Success:** 1 2 **3** 4 **Why?** **Sustained Success:** 1 2 **3** 4 **Why?** Both teachers were very receptive and want to learn more so they can participate more effectively during data meetings with their teams. **Next Steps:** 　Celebrate　　More Coaching　Other
Notes: All teachers completed a Focus Folder and are ready for data meetings next week.	**Notes:** Two teachers in group A still struggle with using their Focus Folder and providing scaffolds for whole group core instruction. I am going to meet with them to review the PD from September. They both have reached out for extra support.	**Notes:** One teacher is really struggling and would like some more support. I'm going to narrow down the focus to just identifying one scaffold. I asked the teacher if they were open to a coaching cycle and they were.

Use Part 2 to compile information from multiple coaching practices/activities for a teacher, teacher team, or group. This will provide you a linear view of how successful your coaching was over time.

Coaching Tracker Part 2				
Coaching Practice/Activity	Start and End Date	S: Success SS: Sustained Success 1 2 3 4	Celebrate or More Coaching or Other	Next Steps

When you have finished several coaching practices/activities, analyze Part 2. Look across and down the columns.
- Which coaching practices/activities were successful and to what degree? Why?
- Which coaching practices/activities were not successful? Why?
- How many coaching practices/activities were marked as Sustained Success and to what degree?
- What did you do to celebrate with the teacher and administration?
- What coaching practices/activities needed to be revisited? Why?
- Did you take time to celebrate YOUR coaching success?

Reach out to STRIVE for the additional resources and support.

COACHING ENHANCEMENT CHECKLIST

- I can study the parts of STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups
- I can identify clear instructional priorities of the school for improving teaching and learning and how to use Focus Folders and PDSAs to support those priorities
- I can set a SMART goal and develop a Roadmap for the instructional priorities that clearly identifies the steps for reaching that goal including the use of Focus Folders and PDSAs
- I can determine how I will use the Roadmap as part of my coaching plan
- I can create a Coaching Focus Folder to differentiate support for teachers focused on the instructional priorities
- I can develop a pathway for coaching to prioritize and implement coaching (i.e., high-quality meetings and PD, coaching conversations, peer-coaching, and coaching cycles)
- I can use a Coaching Tracker to determine the effectiveness of your coaching plan and reflect and identify next steps for improving your coaching

Contact us

- # www.strivetlc.com/contact-us
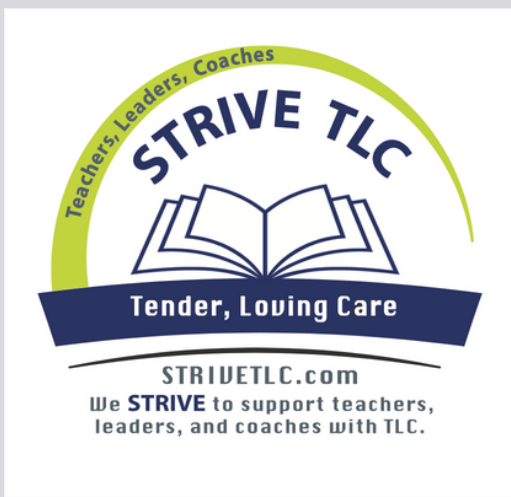
We STRIVE to support teachers, leaders, and coaches through evidence-based practices and positive supporting relationships. We customize our support based on school needs to build capacity for improved learner outcomes.

We STRIVE to provide TLC (tender, loving, care) to teachers, leaders, and coaches through our nonprofit by giving back at least 10% of all STRIVE proceeds through consulting, scholarships, resources, and give-a-ways.

STRIVE services include professional development (virtual and in person), onsite consulting, customized development work, and proposal and grant writing. STRIVE's evidence-based models lay the foundation for supporting teachers, leaders, and coaches in their journey for improving learner outcomes. We take pride in customizing each module to meet the needs of each client.
STRIVE's Models:
· STRIVE's PreK Literacy
· STRIVE's Elementary Literacy
· STRIVE's Adolescent Literacy
· STRIVE's Data System: a how to on planning, teaching, and assessing reading groups
· STRIVE's Teams: a how-to on building effective teams with effective instructional leadership
· STRIVE's Coaching: a how-to on becoming an effective instructional coach