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Section 1: Overview and Coaching Principles

Chaplin School Vision:

At Chaplin School, we strive to cultivate a strong, collaborative school climate and culture that is focused on high academic development and achievement for all students. —High standards for curriculum implementation and student learning.

Coaching Goals:

- Increase student achievement results in curriculum and state level assessments through appropriate coaching structures and SRBI initiatives
- Improve student learning experiences and engagement by focusing efforts on teacher understanding and implementation of best practices in classroom environment, content knowledge, instruction and assessment
- Improve alignment of curriculum to the CT Core Standards
- Support positive school culture by collaborating with teachers, administrators and community members
**Coaching Principles:**

All coaching partnerships are grounded in the following principles:

1. **Equality**: Coaching is non-evaluative. The coach and teacher function as a team. Neither has a higher status over the other. Each participant in coaching has equal value and brings useful and beneficial perspective, experience and knowledge.

2. **Shared Decision Making**: The coach and teachers share ideas and make decisions together. Teachers have choice in their professional learning, coaching goals, and supports.

3. **Trust**: The teacher and coaching relationship should be grounded in trust and respect. Each educator believes in the benefits of coaching. Coaching is a confidential process. Specific information about teaching and student progress will not be shared with administration or other professionals outside of the team. What will be shared with administration will be determined by the teacher. The coach will always ask for permission to share with any other professional outside of the partnership unless it is detrimental to the health and safety of students.

4. **Listen and Learn**: Coaches and teachers are committed to listening to each other’s ideas and respect each other’s opinions. The coach and teacher both have opportunities to grow and learn throughout the coaching process. The teacher and coach actively engage in listening, communicating and reflecting on practice.

5. **Student Centered**: Students are at the center of all decision making and in the coaching process.

6. **Differentiated and Individualized**: We believe that effective professional learning should be job embedded, ongoing, and over an extended amount of time. Coaching is provided and structured based on the individual and small group needs of teachers as determined by review of teaching practice, content understandings, student learning, and other needs determined by the coaching partnership.
Coaching is NOT...

Coaching is NOT evaluating teachers or providing information to be used for evaluation.

Coaching is NOT putting blame on someone or something.

Coaching is NOT taking primary responsibility for the instruction of a specifically assigned group of students.

Coaching is NOT expertise upon entry.

Coaching is NOT a competition. The goal is for the best idea for teaching and learning to win, not one person’s idea to win.

Coaching is NOT a dictatorship. Coaching partners cannot tell each other what to do.
Section 2: Roles and Responsibilities

**Role of Coach**

The role of an instructional coach within Chaplin Elementary School is to transform and support teacher practice and student learning.

<table>
<thead>
<tr>
<th>Role</th>
<th>Domain</th>
<th>Responsibilities</th>
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</table>
| **School Leader**       | Fostering a Collaborative Culture to Support Educator Development and Student Learning | • Works collaboratively with administrators, educators and community members to solve problems, make decisions, and promote meaningful change;   
                           |                                             | • Ensures alignment of coaching efforts to school initiatives including but not limited to: school strategic plan, vision, SRBI processes, CT Core Standards and the Common Core of Teaching |
| **Curriculum Specialist** | Accessing and Using Research to Improve Practice and Student Learning | • Supports teachers by helping them understand and implement the “what” of teaching  
                           |                                             | • Increases educator knowledge in the CT Core Standards  
                           |                                             | • Supports teachers in the development of and implementation of new curriculum development |
| **Instructional Specialist** | Accessing and Using Research to Improve Practice and Student Learning | • Assists teachers in brainstorming and implementing instructional strategies to ensure student access and success in understanding standards  
                           |                                             | • Collaboratively plans, models, co-teaches, observes and provides feedback to teachers to increase instructional efficacy |
| **Professional Learning Coordinator** | Promoting Professional Learning for Continuous Improvement | • Designs job embedded professional learning aligned to the CT Professional Learning Standards  
                           |                                             | • Uses flexible learning designs to maximize teacher and student learning |
| **SRBI Coach** | Facilitating Improvements in Instruction and Student Learning | - Facilitates the collection, analysis, and use of multiple assessments to plan for and improve Tier 1 practices including curriculum implementation and differentiation strategies  
- Facilitates intervention meetings to develop Tier 2 and Tier 3 intervention plans including strategy development, analysis of success of implementation |
| **Data Coach** | Promoting the Use of Assessments and Data for School and District Improvement | - Facilitates data driven decision making  
- Assists teachers and leaders with utilizing student data to drive decision making at multiple levels including: individual student, classroom, grade level, and school level  
- Models and assists teachers in reflective practices  
- Collaborate with teachers and administration to examine student learning data, instructional strategies, and curricula to support continuous improvement |
| **Teammate** | Shared Decision Making Improving Outreach and Collaboration with Families and Community | - Collaborates in decision making with teachers and leaders  
- Actively listens and effectively communicates ideas to develop a shared vision and goals with teachers  
- Utilizes a partnership approach to problem solving  
- Fosters a safe and trusting environment for educators  
- Respectfully shares alternatives and refinements for teacher instructional practice and |
Advocate

<table>
<thead>
<tr>
<th>Advocating for Student Learning and the Profession</th>
<th>curriculum revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Advocates for student achievement</td>
<td></td>
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<tr>
<td>● Individualizes coaching and teaching approaches to respect diverse learning needs and styles</td>
<td></td>
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<tr>
<td>● Builds teacher capacity by grounding efforts based on research based practices</td>
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</tbody>
</table>

Adapted from http://www.teacherleaderstandards.org/standards_overview

Role of Principal

Within the coaching process the principal has several responsibilities that are non-evaluative in nature:

1. Clearly define and communicate school and district goals.
2. Collaborate with the coach to ensure coaching goals are aligned to school and district goals.
3. Monitor progress of the school’s coaching program, discuss its effectiveness, and modify it as necessary.
4. Develop a culture of purposeful collaboration and the growth mindset.

Role of Teacher

The role of the classroom teacher is to:

1. Provide rigorous and relevant learning experiences through high quality instruction that results in increased student learning and achievement.
2. Assess impact of instructional efforts through multiple measures to analyze student performance and to inform subsequent learning and instruction.
3. Implement curriculum defined and developed by the Chaplin School Curriculum Committee.
4. Actively engage in the coaching process and provide feedback about the process.
5. Develop a positive and supportive relationship with the coach, administration, students and other educators.
6. Develop knowledge and improve practice through engaging in the coaching process and reflection defined by the partnership.
7. Collaborate with colleagues, instructional coach and administration to examine student learning data, instructional strategies, and curricula to support continuous improvement.

Section 3: Coaching Cycle and Forms

[Diagram of the coaching cycle with steps:
- Pre-Conference: Based on needs identified through teacher request and student data
- Observation: Student centered formative observation by coach
- Debrief: Coach shares data collected and observation feedback. Partnership determines the coaching plan moving forward.
- Collaborative Planning: The coach shares strategy to implement. The team collaboratively plans using the suggested strategy.
- Collaboratively Reflect, Debrief and Re-examine goal: Teach Implement strategies and plan through the choice of: -Coach modeling -Co-teaching -Teacher teach/Coach observe]
1. **Pre-Conference (Two sessions)**
   - Build trust connections.
   - Share instructional coaching principles and handbook.
   - Create an agreement for time, topic, purpose, and outcome of conversation.
   - Asks the teacher questions about the lesson plan, grouping structures, classroom configuration, specific students, instructional focus, etc.
   - Give the teacher an opportunity to provide background information including the make-up of the students in the class; the context of the lesson in the larger unit plan; assessment information, extenuating circumstances; etc.
   - Establish a date and time for observation and data collection.
   - Determine mutually agreed upon look-fors for data collection observation.

2. **Observation for Data Collection**
   - Coach observes the teacher, with a focused, formative approach to collect data on area of focus.
   - Coach observes through the lens of the mutually agreed upon look fors.
   - Establish a date and time for debrief (no longer than 48 hours).

3. **Debrief**
   - Feedback preferred to be face to face
   - Provide written feedback
   - Feedback should align to purpose of visit
   - Feedback should include direct quotes from teacher’s lesson
   - Feedback should be within 24 hours of visit or model (sooner the better)
   - Give positive feedback as well as suggestions on what to improve

4. **Collaborative Planning**
   - Plan lesson together
   - Coach helps teacher plan daily lessons
   - Coach uses “think aloud” to show teacher how she/he would plan
   - Coach models for teacher the expectations of lesson planning
   - Create checks for understanding/formative assessment
   - Discuss strategies to meet the goal determined in pre-conference
<table>
<thead>
<tr>
<th>Teach Options</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Teaching</td>
<td>Teach alongside teacher</td>
</tr>
<tr>
<td></td>
<td>Elbow teach</td>
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<tr>
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<td>Sit next to each other</td>
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<tr>
<td></td>
<td>Shared responsibility for teaching the lesson</td>
</tr>
<tr>
<td></td>
<td>Plan lesson with teacher before co-teaching</td>
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<td></td>
<td>Decide together what part of lesson you will co-teach.</td>
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<td></td>
<td>Provide guiding questions for teacher based on what is being modeled.</td>
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<tr>
<td></td>
<td>Debrief afterwards with teachers using these guiding questions and based on what is being modeled</td>
</tr>
<tr>
<td>Observation with Feedback</td>
<td>Watching teacher teach lesson</td>
</tr>
<tr>
<td>(Coach teaching or teacher</td>
<td>Check in with students to see if they are understanding lesson.</td>
</tr>
<tr>
<td>teaching)</td>
<td>Write down quotes from teachers and students.</td>
</tr>
<tr>
<td></td>
<td>Should take literal notes</td>
</tr>
</tbody>
</table>

5. **Collaboratively reflect, debrief and reexamine goal.**
   - Share and analyze data collection and determine effectiveness of strategies.
   - Provide teachers opportunities to self-reflect on their lessons with guidance and support through powerful questioning and reflective feedback.
   - Collaborate about how you will follow-up to observe discussed instructional practices.
   - Possibly develop a new coaching goal based on results.

Adapted from source
Coaching Interview
Session 1

After introducing the handbook and reviewing the principles and roles. Ensure that the teacher agrees with these prior to engaging in this interview.

1. What do you like best about your job?

2. If you were to choose a content area to build your knowledge and practices, which would you choose, Math, Reading or Writing?
   a. Are there certain concepts with that area that is a particular struggle?
   b. How does that impact student learning?

3. Within that area, how do you structure your time?

4. How do you plan for instruction for instruction and assessment? What process do you follow? What resources do you use?

5. How do you differentiate?
6. How do you assess student learning?

7. What are some strategies you have tried?
   
   a. Were they successful?

   b. How do you know they were successful or not?

   c. Why or why not?

“I’d like for you to think about these questions and develop a focus for our work together. The next time we meet, we will develop a coaching goal that is student centered, that we will collaborate to achieve.”
# Coaching Goal Setting

## Session 2

### COACHING GOALS AND PLANNING FORM

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Coach:</th>
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<thead>
<tr>
<th>Focus of Coaching and Alignment to Work Plan Goal:</th>
<th>Dates of Coaching Sessions:</th>
</tr>
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### WHAT IS THE STUDENT LEARNING GOAL?

**Baseline Data:**

______ % of students were able to 
__________ as determined by the 
__________ assessment.

**Student Learning Goal:**

<table>
<thead>
<tr>
<th>Identified Students:</th>
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**How will student progress towards the goal be tracked/Measured?**

### WHAT IS THE TEACHER LEARNING GOAL?

**Teacher Learning Goal:**

<table>
<thead>
<tr>
<th>How will progress towards the goal be tracked?</th>
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</table>

### WHAT KEY INSTRUCTIONAL PRACTICES WILL MOST LIKELY PRODUCE THE DESIRED STUDENT LEARNING GOAL?

<table>
<thead>
<tr>
<th>WHAT COACHING PRACTICES WILL BE IMPLEMENTED?</th>
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</table>
### RESULTS

<table>
<thead>
<tr>
<th>WHAT IS THE EVIDENCE THAT STUDENTS ACCOMPLISHED THE DESIRED LEARNING GOAL?</th>
<th>WHAT ARE THE NEXT STEPS FOR STUDENTS TO CONTINUE MAKING PROGRESS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Assessment Data</td>
<td></td>
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<tr>
<td>_______ % of students were able to _________ as determined by the _____________ assessment.</td>
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<thead>
<tr>
<th>Demonstration lesson (model)</th>
<th>Co-teaching</th>
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</thead>
<tbody>
<tr>
<td>Collaborative planning</td>
<td>Analysis of student work</td>
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<tr>
<td>Teacher observation</td>
<td>Discussion of professional text aligned to the student learning goal</td>
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<tr>
<td>Gathering Resources</td>
<td>Coach facilitated peer observation and conversation</td>
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<tr>
<td>Other:</td>
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<tr>
<td>WHAT INSTRUCTIONAL PRACTICES IS THE TEACHER NOW CONSISTENTLY USING?</td>
<td>WHAT IS THE TEACHER COMMITTED TO CONTINUING TO WORK ON?</td>
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Observation for Data Collection

Teacher_________________________  Coach____________________________

Date_________________________

Lesson Objective:

Coaching focus:

Look fors (Mutually agreed upon):

<table>
<thead>
<tr>
<th>Observations: Steps to Achieve Objective</th>
<th>Successes</th>
<th>To Consider</th>
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**Observation Data Collection Tool:**

Teacher to Student Interactions: Tracking Tool


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<thead>
<tr>
<th>Teacher</th>
<th>Subject/Period</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students:</td>
<td>Number of Male Students:</td>
<td>Number of Female Students:</td>
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<table>
<thead>
<tr>
<th>Interaction</th>
<th>Time</th>
<th>Positive*</th>
<th>Negative*</th>
<th>Neutral</th>
<th>Male/Female</th>
<th>Ethnicity</th>
<th>Notes</th>
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Interactions are classified as “positive” or “negative” based on the specific words that are said, the tone that is used, and any non-verbal communication that accompanies the interaction. While designation is subjective, you’re looking for a general picture. It can also be very helpful to have multiple coaches or observers use this tool in order to have various perspectives.

How to do
If you tell the teacher you’re going to look specifically at the quality of interactions, then the data will be skewed. However, you also need to make sure you aren’t violating their trust. You need to make sure your relationship is strong enough and that they trust you enough to allow you to gather data on their relationships with students. You might say something like this: “Thank you for being open to having me observe your classroom. I have a variety of tools that I use to understand the different dynamics in your room and it’ll take me 3-5 observations to use them all. Afterwards, I’d like to share what I’ve learned with you and show you the tools and data. Would that be okay?” Use this tool 3-5 times, for 15-20 minutes each time.

How to analyze
Tally up the numbers
Consider the questions below (to use in debrief)
Are there any patterns? For example, are all of the negative interactions with African American girls? Is 80% of the positive interactions with girls? What was the flow of the interactions — were the negatives interspersed? Were they clumped together? Were the negatives due to teacher—words, tone or non-verbal communication?

How to debrief in coaching
Ask your coachee:
1. What do you notice in this data?
2. What surprised you?
3. What feels good to see? What’s affirming?
4. Is there anything that raises questions for you?
5. What do you want to know more about? Is there anything you want me to collect more data on?
6. Is there anything you might want to work on, based on this data?

Follow up:
If there is one student with whom there are lots of negative interactions, you could use a modification of this tool to track that student through the day or a few periods.


Debrief & Plan for Future Instruction:
Overall, what went well?

Overall, what could be improved?

What successes will support future instruction?

What will students still need?

Debrief
## Coaching Log

Date: _________________  Time: _________________

### Teacher To Do:

<table>
<thead>
<tr>
<th>Actions</th>
<th>By When?</th>
</tr>
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</table>

### Coach To Do:

<table>
<thead>
<tr>
<th>Actions</th>
<th>By When?</th>
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</table>

### Other

---

### Collaborative Planning Components

1. Date, Time
2. Coaching Focus
3. Lesson Objective and standard addressed
4. How will I communicate expectations and what success in achieving the objective?
5. Background information about Students/Pre-assessment information
6. Instructional sequence and strategies
7. Differentiation strategies
8. Assessment strategies
9. How will I support student self monitoring of their progress?
10. Questions to facilitate learning
11. Potential misunderstandings and misconceptions
12. Role of Coach and Teacher during observation

Interpreting Formative Assessments

Guiding Questions
● What does the evidence indicate about where students are in their learning?

● Are students on their way towards meeting the criteria?

● Are students having misconceptions/ misunderstandings that need to be addressed?

● Where are individual students, groups of students, or the whole class in relation to the learning progression/learning goal?

● How can I organize this data to help me think about next steps?

Section 4: Monitoring Progress of Coaching

Coaching progress will be monitored through the use of several data sources:
1. Teacher survey
2. Teacher goal progress and achievement (anonymous)
3. Student goal progress and achievement (anonymous)