

Coaching Collaborative Template Overview

Coaching Collaborative Template (Teacher)

Adapted From Harvard MQI & Student-Centered Coaching Templates

Initial Coaching Cycle	<p>The initial coaching cycle serves to introduce the coach to the teacher, clarify the role of coaching, and discuss the teacher's perceptions of what is going well and what isn't. It includes setting a teacher practice goal using specific IM indicators and conducting an observation to collect data that will help guide the first planning and debrief conversations. Each coaching conversation template linked below will help guide you through this initial cycle. It is best to also share your coaching vision and coaching communication framework with teachers prior to beginning a cycle - we suggest using a department meeting at the start of the year to communicate clearly about coaching support with all teachers.</p> <ul style="list-style-type: none"> • Goal-Setting Conversation #1 (Coach & Teacher) <ul style="list-style-type: none"> ◦ Class Visit (Coach) • Plan Conversation #2 (Coach & Teacher) <ul style="list-style-type: none"> ◦ Class Visit (Coach) • Debrief Conversation #3 (Coach & Teacher)
Ongoing Coaching Cycles	<p>Ongoing coaching cycles serve to help a teacher maintain a consistent and ongoing focus to the goals that they've set for their own development and their students' progress. Ongoing coaching cycles should operate smoothly, following a consistent pattern of planning, classroom visits (co-teaching, demo, observe), and debriefing. Each conversation connects back to the teacher's practice goal, reviews prior next steps, and establishes cycle-specific goals for student achievement. Each coaching conversation template linked below will help guide you through each aspect of an ongoing coaching cycle and should be duplicated for future cycles.</p> <ul style="list-style-type: none"> • Plan Conversation #4 (Coach & Teacher) <ul style="list-style-type: none"> ◦ Class Visit (Coach) • Debrief Conversation #5 (Coach & Teacher)

Resources	Teacher Resources Coach Resources <ul style="list-style-type: none"> • Paraphrasing • Posing Mediative Questions • Coaching Communication Framework • Developing a Coaching Vision and Mission Statement by Elena Aquilar
Math Vision	
Coaching Vision	

Initial Coaching Cycle

Coaching Conversation #1 (Initial Goal-Setting)

Date:	
Activator	<p>Examples:</p> <ul style="list-style-type: none"> • What do you know about coaching? What are you most excited for? What are you most nervous about? Is there anything you want to know about me? Is there anything you want me to know about you? • Tell me about your top 3 core values. <ul style="list-style-type: none"> ◦ If you aren't living into your core values, how might you want me to give you feedback?
Teacher's Goals	<p><u>Celebrations:</u></p> <ul style="list-style-type: none"> • What are students currently doing well? What strengths are you seeing in their work or data? • What are your teaching strengths? When do you feel most successful? <p><u>Elevations:</u></p> <ul style="list-style-type: none"> • Where are you noticing students struggling? • What challenges are you currently facing as a teacher? Where do you want to grow? <p><u>Connect & Teacher Practice Goal</u></p> <ul style="list-style-type: none"> • Review our prioritized Indicators <ul style="list-style-type: none"> ◦ What connections do you see between our prioritized IM indicators and your reflections? • Based on our discussion, what teacher practice goal/s would you like to set for our work together? (we can update this as we complete more coaching cycles)
Next Steps	<p><u>Schedule</u></p> <ul style="list-style-type: none"> • Initial Classroom Visit • Debrief + Plan
Emerging Questions or Concerns	
Closing	<ul style="list-style-type: none"> • How did today's conversation feel? • Is there anything we might need to do differently next time?

Coaching Conversation #2 (Plan)

Date:	
Teacher's goals	
Activator	Example: How are you feeling today ? Name 3 different feelings.
Highlights + Celebrations	<p>Looking at your students' work (cool-downs),</p> <ul style="list-style-type: none"> What did students do well independently? <ul style="list-style-type: none"> Where are Black, Emergent Bilingual and Special Education students doing well?
Lesson Plan (might only be a portion of the lesson for this first cycle)	<p>Cool-Down & Lesson Narrative & Student Learning Goal</p> <ul style="list-style-type: none"> What will students do independently to demonstrate learning on the cool-down? What is an ambitious and achievable student learning goal? <ul style="list-style-type: none"> E.g. 60% of students will correctly solve the cool-down using _____ strategy <p>Discuss the questions below for each activity in the lesson. Note: The focus questions below can be adjusted based on the focus IM indicators.</p> <p>Launch</p> <ul style="list-style-type: none"> What will you say and do as you launch the activity to ensure all students can access the content (prior math) and context (story/task/reading)? <p>Work</p> <ul style="list-style-type: none"> What students' responses / evidence will I monitor for in their work (strategies & misconceptions)? <p>Synthesis</p> <ul style="list-style-type: none"> How can you use student thinking to drive the synthesis? What specific ideas, strategies, and / or reasoning do you want to elevate? <p>Lesson Plan Closing</p> <ul style="list-style-type: none"> Review the above lesson plan and our selected IM indicators. What connections might you make between the lesson plan and the language of the indicator?
Emerging Questions or Concerns	
Next Steps	<p>Schedule</p> <ul style="list-style-type: none"> Class visit Debrief
Closing	<ul style="list-style-type: none"> How did today's conversation feel? Is there anything we might need to do differently next time?

Coaching Conversation #3 (Debrief)

Date:	
Lesson Observed	
Activator	Example: What brought you joy today?
Teacher's Goal/s	
Student-Centered Goal:	
Highlights + Celebrations	<p>Looking at your students' work,</p> <ul style="list-style-type: none"> What did they do well? Where do we see evidence of students making progress toward meeting the goals? <ul style="list-style-type: none"> Where did Black, Emergent Bilingual and Special Education students do well? What did you do during the lesson to make that happen? Where would you place your lesson on the selected indicators? Why? <ul style="list-style-type: none"> What did you do during the lesson aligned to the IM indicator to move student learning?
Opportunities for Elevations	<p>Looking at your students' work,</p> <ul style="list-style-type: none"> What challenges or misconceptions are you seeing in student thinking? <ul style="list-style-type: none"> Looking at Black, Emergent Bilingual and Special Education students' work/thinking, what challenges are you seeing? What might you have done differently to move student learning? <p>Teacher Practice Elevations</p> <ul style="list-style-type: none"> What might you have done differently to move on the selected IM indicator/s? How might resources embedded in IM support you?
Action Steps	<ul style="list-style-type: none"> Based on the elevation opportunities above, what is one action step you will commit to doing? What do you need to do to plan/prepare to make this change?
Emerging Questions or Concerns	
Next Steps	<p>Schedule next coaching cycle</p> <ul style="list-style-type: none"> Plan Class visit Debrief
Closing	<ul style="list-style-type: none"> How did this coaching cycle feel? Is there anything we might need to do differently next time?

Cycles #1,2,3, ...

Coaching Conversation #4 (Plan)

Date	
Teacher's goals	
Activator	Example: How are you feeling today? Name 3 different feelings.
Previous Next Steps	<i>Copy next steps from previous conversation</i> <ul style="list-style-type: none"> Reflect on your previous next steps. What are you most proud of?
Lesson Plan (might only be a portion of the lesson for this first cycle)	<p>Cool-Down & Lesson Narrative & Student Learning Goal</p> <ul style="list-style-type: none"> What will students do independently to demonstrate learning on the cool-down? What is an ambitious and achievable <i>student learning goal</i>? <ul style="list-style-type: none"> E.g. 60% of students will correctly solve the cool-down <p>Discuss the questions below for each activity in the lesson. Note: The focus questions below can be adjusted based on the focus IM indicators.</p> <p>Launch</p> <ul style="list-style-type: none"> What will you say and do as you launch the activity to ensure all students can access the content? <p>Work</p> <ul style="list-style-type: none"> What students' responses / evidence will I monitor for in their work? <p>Synthesis</p> <ul style="list-style-type: none"> How can you use student thinking to drive the synthesis? What specific ideas, strategies, and / or reasoning do you want to elevate? <p>Lesson Plan Closing</p> <ul style="list-style-type: none"> Review the above lesson plan and our selected iM indicators. What connections might you make between the lesson plan and the language of the indicator?
Emerging Questions or Concerns	
Next Steps	<p>Schedule</p> <ul style="list-style-type: none"> Class visit Debrief
Closing	<ul style="list-style-type: none"> How did today's conversation feel? Is there anything we might need to do differently next time?

Coaching Conversation #5 (Debrief)

Date	
Lesson Observed	
Activator	Example: What brought you joy today?
Teacher's Goals	
Student-Centered Goal:	
Highlights + Celebrations	<p>Looking at your students' work,</p> <ul style="list-style-type: none"> What did they do well? Where do we see evidence of students making progress toward meeting the goals? <ul style="list-style-type: none"> Where did Black, Emergent Bilingual and Special Education students do well? What did you do during the lesson to make that happen? Where would you place your lesson on the selected indicators? Why? <ul style="list-style-type: none"> What did you do during the lesson aligned to the iM indicator to move student learning?
Opportunities for Elevations	<p>Looking at your students' work,</p> <ul style="list-style-type: none"> What challenges or misconceptions are you seeing in student thinking? <ul style="list-style-type: none"> Looking at Black, Emergent Bilingual and Special Education students' work/thinking, what challenges are you seeing? What might you have done differently to move student learning? <p>Teacher Practice Elevations</p> <ul style="list-style-type: none"> What might you have done differently to move on the selected IM indicator/s? How might resources embedded in IM support you?
Action Steps	<ul style="list-style-type: none"> Based on the elevation opportunities above, what is one action step you will commit to doing? What do you need to do to plan/prepare to make this change?
Emerging Questions or Concerns	
Next Steps	<p>Schedule next coaching cycle</p> <ul style="list-style-type: none"> Plan Class visit Debrief
Closing	<ul style="list-style-type: none"> How did this coaching cycle feel? Is there anything we might need to do differently next time?