

ELGIN ISD COACHING FRAMEWORK

The following coaching framework should be used on all EISD Campuses: Identify, Learn, Grow!

Part 1: Identify

Leaders should use evidence to identify an area of need. Coaches should focus on one need at a time to maximize the learning in that area. The following are examples of data collection that can be used as credible evidence to identify a need:

- Walkthrough Data
- Assessment Data
- Video Data
- Observational Data

The following are some examples of areas that may be identified as needs:

- Lesson Planning and/or Lesson Internalization
- Classroom Management
- Lesson Openers
- Teacher Talk vs. Student Talk
- Randomization
- Depth of Knowledge with instruction and questioning
- Small Group Instruction – Tier 2 or Tier 3
- Intervention – Tier 3
- Closures

Part 2: Learn – Pre-Conference & Coaching Sessions

The learn component of this coaching framework is crucial to the success of the coaching cycle. Coaches should tailor the learning to the specific needs of the teacher. The learning period depends on the teacher; however, it should not exceed one month. If you get to this point, please have a meeting with your campus principal to discuss. The following are some examples of learning activities:

- Learning Walks (your campus or other EISD campuses)
- Video Coaching
- Coach Models
- Peer Teaching
- Research – Peer-Reviewed articles
- Professional Development

ELGIN ISD COACHING FRAMEWORK

Part 3: Grow – Post-Conference

The grow component of this framework must have a quantitative measure to ensure the evidence proves the teacher has grown in the area. At this point in the coaching cycle, the coach can determine if the teacher has improved or if the cycle needs to continue. In addition, the coach may start over with the framework by identifying another area of need. The following are some examples of ways a coach can determine if a teacher has improved:

- Essential Standard Data Point on an Assessment
- Number of students who answer questions correctly in a lesson
- Number of students who read with stronger literacy or math fluency in a small group session
- Student Artifacts
- Other data points determined by the coach and teacher

Resources:

[EISD Coaching Form](#)

[Coaching Resource](#)

[Coaching Resource #2](#)

(E2L Growe Lab Link – coming soon)