

Coaching Cycle Reflection

A **Cycle** is the collaborative process of identifying the *focus* and then synthesizing what is *necessary* to accomplish it.

Pre-Plan	<ul style="list-style-type: none"> • What was your relationship with the teacher like when you started the cycle? • Did you gather enough information to help narrow the focus? <ul style="list-style-type: none"> ◦ What evidence (student data, conversations, observations, etc.) did you use to help the teacher narrow the focus? • How did I prepare for the conversation with the teacher? <ul style="list-style-type: none"> ◦ Did I plan to introduce the coaching cycle? ◦ Did I preplan how I will keep myself and the teacher focused? (Tool kit, reflection tools) ◦ Did I anticipate the teacher's responses? (use the components page as a reference) <hr/> <p>Coaching Tips:</p> <ul style="list-style-type: none"> - Remember benevolence: You are a professional. The teacher that you are working with is a professional. - Know the teacher's schedule. When are they with students? When are they available to talk?
1. Duration	<ul style="list-style-type: none"> • Are the dates filled in? Did I look at my calendar? The teacher's calendar? (anticipate school breaks, teacher/coach schedule) • Was this a sufficient amount of time? Refer to the review. • Did we stick to the dates? If we didn't, why not?
2. Narrow the Focus	<ul style="list-style-type: none"> • Did you use the evidence collected in the pre-plan to set the area of focus on the 5 foundational teaching skill(s)? • How did you apply the evidence to narrow the focus even further for the teacher? • How were the coaching techniques used to support and communicate the focus with the teacher? <hr/> <p>Coaching Tips:</p> <ul style="list-style-type: none"> - Move forward confidently with the info you have gained, but be ready to shift if your initial thoughts are incorrect.
3. Relevant to the Teacher	<ul style="list-style-type: none"> • Is the information focused on the area of support? How did you filter what the teacher was saying within your notes? • Is this relevant to the teacher's voice? • How were the coaching techniques used to support and communicate with the teacher? • How did you organize the information and narrow the teacher challenges? • Did you take a break here? If so, did you review/clarify your notes with the teacher? When you met again, did you refresh the conversation by reviewing your notes? <hr/> <p>Coaching Tips:</p> <ul style="list-style-type: none"> - Use key words/phrases that honor the teacher's voice, but support the language of instructional strategies. (use the components page as a reference) - Listen and process the teacher's words into language that will create a progression.

4. Learning Progression	<p>A learning progression is a <u>typical path to follow</u> OR <u>sequence of learning</u>. A learning progression should:</p> <ul style="list-style-type: none"> ○ connect to the overall focus and include primary content. (use the components page as a reference) ○ be systematic. ○ be clear for the teachers. How do you know that the language was clear? ○ impact student learning in a positive way. Did you include success criteria for students? ○ include what a teacher will be able to do at the end of this plan. In what ways were you able to challenge the teacher? <ul style="list-style-type: none"> ● Did the progression go in-depth enough to have 4-6 weeks of coaching? ● Could you replicate the progression in a different situation?
	<p>Coaching Tips:</p> <ul style="list-style-type: none"> - What if I didn't write enough notes to create a progression? Solution could be to recall the conversation and write it down. Review changes with the teacher. "I really want to clarify.... So I can customize this plan to meet your needs." (Be mindful of time) - Brainstorm coaching activities that can accomplish the goals. Make a plan, but be flexible if your initial thoughts don't match the teacher's thoughts.

5. Time & Intensity	<ul style="list-style-type: none"> ● How did the time and intensity of coaching support the teacher in meeting the success criteria? ● What adjustments would you make to time and intensity for the next coaching plan?
---------------------	--

6. First Interaction	<ul style="list-style-type: none"> ● How did you transition from establishing the cycle (Steps 1-6) to working the cycle?
----------------------	--

Working the Cycle	<p>Which coaching interaction did you do to support the teacher based on the learning progression?</p> <table border="1"> <tr> <td> <p>LEARN - Improve Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan Collaboratively <input type="checkbox"/> Peer Observation <input type="checkbox"/> Model <input type="checkbox"/> Professional Learning _____ </td> <td> <p>APPLICATION - Evidence of Implementation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Co-Teach <input type="checkbox"/> Video Analysis </td> </tr> </table>	<p>LEARN - Improve Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan Collaboratively <input type="checkbox"/> Peer Observation <input type="checkbox"/> Model <input type="checkbox"/> Professional Learning _____ 	<p>APPLICATION - Evidence of Implementation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Co-Teach <input type="checkbox"/> Video Analysis
	<p>LEARN - Improve Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan Collaboratively <input type="checkbox"/> Peer Observation <input type="checkbox"/> Model <input type="checkbox"/> Professional Learning _____ 	<p>APPLICATION - Evidence of Implementation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Co-Teach <input type="checkbox"/> Video Analysis 	
<p>For each interaction:</p> <ul style="list-style-type: none"> ● Did you keep the day and time you set? Why or why not? ● Did you and the teacher come prepared for each meeting? ● Did you communicate each person's responsibility for each meeting? How did you balance the responsibilities for the teacher and the coach? ● Was the assignment appropriate for the goal of the teacher? ● Was there an opportunity for application? ● How were you able to meet the teacher where they were at? ● How did our coaching interactions provide for a gradual release of responsibility for the teacher? ● Was one interaction more impactful than others? Why? 			

Review the Cycle	<ul style="list-style-type: none"> ● Did I review the cycle with the teacher within the time frame that was established in the cycle? Why or why not? ● Were there any challenges or missed opportunities during the coaching cycle? ● What are some next steps for your coaching (in a broad sense) as a result of this cycle? <ul style="list-style-type: none"> ○ How will you support the teacher in maintaining the progress made in this cycle?
------------------	--