

Checklist: Coaching Cycle

In a coaching cycle...	√
Pre-cycle:	
Refer to the Coaching Foundations Checklist .	
Coach has out-of-cycle “surface” coaching conversations with teachers around specific problems or goals.	
Coach regularly self monitors and reflects on the quality of conversations.	
Coach updates the schedule and plan tracking teacher enrollment and impact.	
Identify:	
Coach begins to track and log hours spent in coaching conversations.	
Coach meets with the teacher to develop a data collection plan and uses data collection forms to get a clear picture of current reality.	
Teacher looks at the data independently and looks for specific: <ul style="list-style-type: none"> • Things that they like. • Things they'd like to explore. 	
Coach and teacher meet and the coach asks questions to help the teacher identify a student-centered, measurable goal (Identify Questions)	
Coach and/or teacher collect data to establish a baseline and tune the goal (unless the data already collected can serve as a baseline).	
Coach and teacher begin having short goal attending conversations .	
Learn:	
Teacher chooses a research-based strategy (often out of an Instructional Playbook).	
Coach and teacher develop or revise a checklist for the strategy.	
Teacher chooses an approach to learning the strategy (modeling, co-teaching , co-planning, etc.).	
Coach and teacher agree on next steps and a timeline .	

This checklist was developed by Ellen Dorsey, Instructional Coach in Washington Central Unified Union School District in East Montpelier, Vermont and is based on the work of Jim Knight (2016).

Coach and teacher partner to learn the strategy.	
Improve:	
Teacher implements the strategy.	
Data is gathered on student progress towards the goal	
Data is gathered on the teachers' implementation of the strategy .	
Coach and teacher meet to monitor progress (by looking at data) and confirm direction .	
Coach and teacher touch base to make adaptations and plan next actions until the goal is met, minding the implementation dip .	
Coach provides teacher with opportunities to provide feedback on coaching disposition and skills .	
Post cycle:	
Coach and teacher celebrate and reflect on what they learned through the coaching partnership and what the impact was on students.	
Coach provides teacher with opportunities to provide feedback on their work together during the cycle .	
Coach prepares a coaching log and certificate for the teacher to document hours spent in a coaching cycle .	

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