

Coaching Menu

Coaching should be responsive and adaptive to the needs of a coachee in every moment. Different moments may require different coaching approaches and responses. The menu and coaching models can support coaches and coachees in determining the most effective and appropriate support. Note that all coaching services are non-evaluative.

Planning/Pre-Observation

- Goal setting
- Lesson/Unit/Long-term planning
- Rubric creation (student-facing)
- Strategy checklist creation/adjustment (teacher-facing)
- Rehearsal/Role-play
- Shared learning (ex: read text or watch a video and discuss)

Coaching for Coaches

Coaches deserve coaching too!

- Co-observation & co-plan a debrief
- Co-plan a coaching service
- Debrief/PD/Other coaching service observation & coaching/feedback

During Instruction

- Collect video and/or scripting
- Collecting evidence (ex: [Basic 5](#), [Impact Cycle data tools](#))
- Demonstration lesson (full lesson or specific component of a lesson)
- Co-taught lesson
- Real-time coaching
- Co-observation of another teacher

After Instruction

- Cognitive/Transformational/MQI Coaching – teacher reflection & planning with coach as sounding board (listening, paraphrasing, and questioning) in order to mediate thinking
- Impact Cycle/Collaboration – co-reflecting & co-planning response to observation
- Leverage Leadership/RELAY/Consulting – provide direct feedback and share/model strategies
- Analyzing student work

Coaching, Collaboration, & Consulting Models



	Cognitive Coaching	Transformational Coaching	Mathematical Quality of Instruction (MQI)	Impact Cycle	Leverage Leadership	RELAY
One Sentence Summary	Produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community.	For coaching to be transformational, trust must be built, deepened or repaired; beliefs must be explored; and the clients must be solving their own problems.	Video-based coaching cycles using a math-specific rubric to help teachers to reflect on their own practice and the work of their students	Coaches set goals, select strategies from the research-based instructional playbook, and collect data to monitor progress.	Becoming a great teacher or school leader takes continuous practice, feedback, and dedication.	
Conversation Maps	Reflecting - Summarize Impressions - Analyze Causal Factors - Construct New Learning - Commit to Application - Reflect on Coaching Planning - Clarify Goals - Specify Success Indicators - Anticipate Approaches - Establish Personal Learning Focus - Reflect on Coaching Problem Resolving - Existing state - Desired state	Phases of Transformational Coaching - Surface current reality - Recognize impact - Explore emotions - Create new practices Three Bs - Behavior - Beliefs - Ways of Being ACE (coaching emotions) - Acknowledge & Accept emotions - Cultivate Compassion - Expand the story Three Ps (response to racism) - Purpose - Power - Possibility	T. pre-selects a focus indicator & goal - Coach collects video & transcript - Review focus indicator and goal - Describe & Elevate stock video clip & transcript based on MQI rubric. - Describe & Elevate teacher's own video clip & transcript based on MQI rubric. - Next Steps and additions/revisions to teacher's goal	Identify - Current reality by reviewing video or observation data with coach questions - PEERS goal Learn - Teacher selects a teaching strategy checklist; may modify - Coach models strategy Improve - Teacher implements - Data is gathered - Meet to monitor progress. - Adaptat plan until the goal is met.	- Precise praise - Probe - Identify problem and concrete action step - Practice role-play - Plan ahead - Set timeline	See It - See Success - See the Model - See the Gap Name It - What - How Do It - Plan - Practice - Follow-up