



Sample Coaching Model

This resource is a high-level overview of a sample coaching model and process. This model is specifically constructed to be able to be implemented in-person or virtually. Coaching is an opportunity to keep a pulse on how students' needs are being addressed, particularly those priority groups of students.

Coaching Model

This coaching model demonstrates how coaching cycles can be structured and executed at the school level. While some pieces might require adjustments depending on who is doing the coaching, the general framework can apply to situations involving formal coaches and teacher leader coaches.

Prerequisites for Coaching

- Expertise in the specific content (knowledge of the grade-level standards, the progression of learning, etc.)
- Strong understanding of the materials being used
- When applicable, read the texts and complete the summative task in full before beginning the coaching cycle

Launching the Coaching Model

At the start of the school year, coaches should meet with each teacher in their caseload before engaging in any coaching to:

- Begin building relational trust with the teacher
- Establish mutual expectations for their coaching relationship and how they will learn together, including the coach's role in supporting equitable instructional practices for all students
- Engage in a reflection of practice to identify potential focus areas for support
- Build an understanding of the students in the teacher's classroom, including discussing the needs of priority groups of students and how the coach can support the teacher to meet those needs

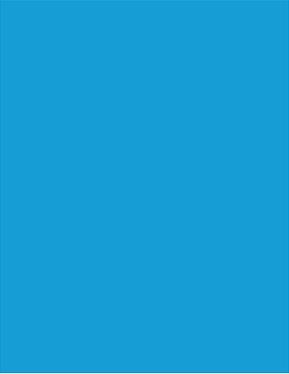


Coaching Model Overview

Coaches engage in a continuous cycle of observation and feedback and reflection with teachers throughout the school year. Coaches ideally observe and meet with each teacher regularly (weekly or bi-weekly) to support teacher growth and development.

Component	Coaching Actions	Specific Actions for Hybrid and/or Distance Learning
Observe	<p>During the observe component, coaches:</p> <ul style="list-style-type: none"> ▪ Observe 15-30 minutes of instruction ▪ Check-in with priority groups of students to note trends in their learning ▪ Take low-inference notes ▪ Use the instructional materials to inform their understanding of the content being taught ▪ Determine a potential focus area and/or key lever for coaching 	<p>During distance learning, coaches may need to adjust what and how they observe. The following are the types of observations that coaches can do:</p> <ul style="list-style-type: none"> ▪ Synchronous whole-class or small group instruction ▪ Asynchronous instruction provided by the teacher ▪ Review teacher feedback to students on their work <p>Additionally, coaches should prioritize observing instruction with priority groups of students to help teachers meet their needs.</p>
Feedback and Reflection	<p>The coach and the teacher meet to debrief and discuss the observation.</p> <p>Coaches should use the following structure for the meeting:</p> <ol style="list-style-type: none"> 1. Provide precise praise 	<p>The coach and teacher would meet through a virtual platform to debrief and discuss the observation.</p> <p>Additionally, the coach should review student engagement information with the teacher to identify students who may not be engaged in their</p>



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2. Probe and ask questions
 3. Set goals
 4. Identify bite-sized action step
 5. Apply the action step to an upcoming lesson
 6. Practice the agreed-upon action step that the teacher wants to change

distance learning and determine the next steps to reach out to those students to provide targeted support.

About Instruction Partners

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