



# Coaching Cycle Kit Checklist

Pre-conference Date: \_\_\_\_\_

Pre-conference Location: \_\_\_\_\_

Email Reminder Date: \_\_\_\_\_

Email Reminder Sent

Pre-conference completed

## Goal

*Scheduling*

**Observation**

Date: \_\_\_\_\_  
 Time: \_\_\_\_\_  
 Location: \_\_\_\_\_

**Debrief**

Date: \_\_\_\_\_  
 Time: \_\_\_\_\_  
 Location: \_\_\_\_\_

Observation and debrief reminders sent

Data Tracker selected/created

Observation Completed

Data Delivered to Teacher

Debrief questions planned and prepped

Debrief completed

Next Observation Scheduled

Post-Cycle surveys completed

 **Steps to Take Next:  
Learn Phase**

## New Goal



# Coaching Cycle Kit

## Planning & Scheduling

Let's schedule a date where I can come chat with you about your coaching goal and we can set up a plan. What day and time works for you?

**Pre-conference Date:**

\_\_\_\_\_

**Pre-conference Location:**

\_\_\_\_\_



**Include your pre-conference questions in your reminder.**



**Make sure the location is somewhere with low traffic that creates a focused environment.**

**Email Reminder Date:**

New Message

To \_\_\_\_\_

Subject \_\_\_\_\_

Just a reminder- I will be coming to your room on \_\_\_\_\_ for a pre-conference to discuss your goals for this coaching cycle. Below is a list of questions I will be asking. See you soon!

Send [Attachment] [Camera] [Smiley]

A pre-conference is just a quick sit-down with me to discuss your goals and to plan out what you'd like me to look for during your observation.



**Keep this process easy and low stress. Reassure teachers that you are a safe place and that they are in control of the cycle and it's impact. You are there as a guide and support as they work through the process.**



# Coaching Cycle Kit

## Pre-Conference Script & Recording Sheet



### Goal

What would make the observation meaningful for you? Would you like baseline data, data on a specific goal, or to just get a clear picture of the current reality in your classroom?

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### Learn Objectives

Tell me about the lesson I will be observing. What do you want students to know and do? What will you be doing to support that? How will you know that they learned it? What activities will students be doing during the lesson? Do you foresee any issues? Is there anything I should know about your class?

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### Observation Data Focus

What data would you like me to collect while I am observing? How do you want the data organized?

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# Coaching Cycle Kit

## Pre-Conference Script & Recording Sheet



### Verify Logistics

Let's get this scheduled! When is the observation? Where is the best place for me to sit? How long should I stay to get the best data?

Let's set a date for debrief!

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*Scheduling*

**Observation**

Date:  
Time:  
Location:

**Debrief**

Date:  
Time:  
Location:

Send calendar invite or email reminder with details to teacher.

#### Select Data tracker that will be used.

- Observation & Data Collection Tool 1
- Observation & Data Collection Tool 2
- Observation & Data Collection Tool 3
- Self-Created Tool
- Other

As you go through the pre-conference process, make sure that the teacher is the decision maker and the driver of the conversation. This will reassure them that you are there to support their goals and their growth, not to evaluate.





# Engagement Observation & Data Collection Tool 1

## Engagement by Time Intervals Observation Instrument

Write the time in the interval column, and circle the percentage of students that are on task. Under the percentage, include data.

Date:	Name:	Time:
Intervals	Percentage of Students Engaged	
Interval 1	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	
Interval 2	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	
Interval 3	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	
Interval 4	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	
Interval 5	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	
Interval 6	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	
Interval 7	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	
Interval 8	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	
Interval 9	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	
Interval 10	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100	

	Social Cues		Time Limits		Proximity		Expectations
	Attention Signals		Engagement		Signals		Voice



# Engagement Observation & Data Collection Tool 2

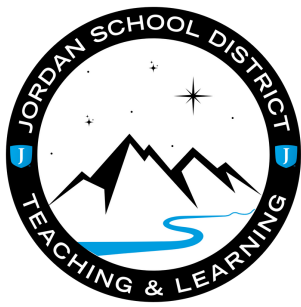
## Observation Tool: Engagement Skills (Active vs. Passive)

Date:	Name:	Observer:	# of Students:									
<b>Teacher Definition of Active Engagement:</b> <b>Directions:</b> 1. Record time at intervals throughout the lesson 2. Check percent of student engagement. (A=active P=passive) 3. Script teacher actions causing engagement or dis-engagement. 4. Describe relevant student behavior, especially off-task. 5. Coach or Teacher depending on Stance: Recommended Actions:		<b>Actions:</b> ✓: the action is in place ✓-: the action is attempted; but lacking ✓+: the action is supporting engagement —: action is missing and therefore affects engagement		<b>Recommended Actions</b>								
				Social Cue	Proximity	Attention Signal	Response Signal	Time Limits	Expectations	Tasking	Voice	Withitness
Interval 1	% Engaged: _____ 0-5% _____ 6-25% _____ 34-50% _____ 51-79% _____ 80-100%											
	Teacher Actions:		Student Behavior:									
Interval 2	% Engaged: _____ 0-5% _____ 6-25% _____ 34-50% _____ 51-79% _____ 80-100%											
	Teacher Actions:		Student Behavior:									
Interval 3	% Engaged: _____ 0-5% _____ 6-25% _____ 34-50% _____ 51-79% _____ 80-100%											
	Teacher Actions:		Student Behavior:									
Interval 4	% Engaged: _____ 0-5% _____ 6-25% _____ 34-50% _____ 51-79% _____ 80-100%											
	Teacher Actions:		Student Behavior:									
Interval 5	% Engaged: _____ 0-5% _____ 6-25% _____ 34-50% _____ 51-79% _____ 80-100%											
	Teacher Actions:		Student Behavior:									
Coaching Questions:												



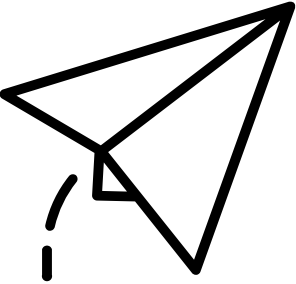
# Engagement Observation & Data Collection Tool 3

	Evidence of Strategy	Evidence Strategy is Missing	Coaching Questions
<b>Expectations</b> Teacher ensures that students know what to do and when and how to do it.			
<b>Attention Prompts</b> Teacher uses verbal or visual prompts to focus students' attention for instruction to follow.			
<b>Proximity</b> Teacher moves purposefully around the classroom for maximum effect.			
<b>Cueing</b> Teacher uses positive, clear and effective verbal cues to clarify, maintain or redirect activity.			
<b>Signals</b> Teacher uses nonverbal signals to direct performance, student responses and other activity.			
<b>Time Limits</b> Teacher identifies and communicates specific times for beginning and completing tasks.			
<b>Tasking</b> Teacher focuses and sharpens students' engagement through questioning strategies, purposeful and thought-provoking activities, and other tactics to direct their learning.			
<b>Voice</b> Teacher uses voice to maximum effect: pitch in the lower registers, tone geared for situations, diction appropriate to students' age levels, and voice modulation, or cadence to maintain interest.			



# Coaching Cycle Kit

## Examine Data & Crafting Questions



Method of Data Delivery

Email

Other

Box



Giving the data to the teacher after the observation and before the debrief gives the teacher a chance to reflect, making the debrief more productive.



## Examine Data & Craft Debrief Questions



Begin by using Validating Questions to highlight positive things that you observed. Avoid general statements like “You did amazing!”, and keep to data focused positivity.

Positive Aspect of Observation	Possible Validation Questions: I noticed...
Students entered the classroom and immediately know what to do.	I noticed that students knew exactly what to do when they entered the classroom. What did you do to cause this to happen?

### Bank of Validation Questions

What did you notice the students were doing when you \_\_\_\_\_? What is something that you've already done? How did you establish \_\_\_\_\_?

What structures/scaffolds do you have you place that contributed to this success? How did you teach or reinforce \_\_\_\_\_? What did you do to support \_\_\_\_\_? What did you do to prepare for \_\_\_\_\_? What effect did your actions have on \_\_\_\_\_? How did you support your students to \_\_\_\_\_? How did you structure maintain \_\_\_\_\_?





# Coaching Cycle Kit

## Examine Data & Crafting Questions



### Examine Data & Craft Debrief Questions



Use the trends in data to guide the discussion Ask growth questions associated with what the data shows. Help the teacher stay focused on their goal and the data related to that goal.

Examine Trends of Data	Possible Growth Questions: I noticed...
The data shows clear trends that the teacher had few higher-order thinking questions.	What are your thoughts as you look at this data? Insights? What patterns do you see in the data?

#### Bank of Growth Questions

In regards to \_\_\_\_\_(chosen focus), how closely did this lesson meet your expectations/ideal? What data stands out to you? Surprises you? Pleases you? Concerns you? What story does this data tell? What can you gather from this data? What evidence can we tease out that indicates successes or breakdowns in student learning? What did you notice about the relationship between \_\_\_\_\_ and \_\_\_\_\_?

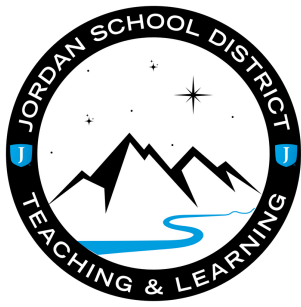


**Jim Knight:**  
Improve

**Aguilar**  
Listening Stems

**Lisa Lawrence**  
Reflection Protocol

**JSD**  
Reflection & Change




# Coaching Cycle Kit

## Post-Conference/Debrief & Steps to Take Next



What went well? What are some celebrations from that lesson? Rate this lesson from 1-10, why did you give it that rating?

Ask planned Validation questions.

 **Limit feedback & provide space for teacher reflection.**

Ask planned Growth questions.

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As you look at the data, what are your thoughts? What are your insights? What surprised you? What story is the data telling?

Record insights & discussion.


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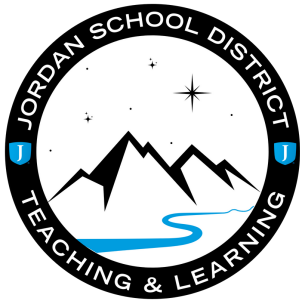
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What could have moved your lesson rating closer to a 10? What do you wish had gone differently? What things can be done to improve the data? Is there a strategy or idea you would like to try? How can we build upon your previous goal?

 **Encourage the teacher to choose a goal that they are excited and energized by.**

**NEW Goal** 



# Coaching Cycle Kit

## Post-Conference/Debrief & Steps to Take Next



Customize the Learn/Change phase based on the needs of each teacher. Use your best judgement as to when the Learn phase will be most helpful.

What can we do to set you up for success in your next observation? What support do you need to implement this goal?

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- Coach Modeled Lesson
- Peer Observation
- Watching Video Observations
- Co-Planning the Lesson
- Other

## Begin a New Pre-conference Script & Recording Sheet with New Goal

- Coach filled out post-cycle survey
- Sent post-cycle survey link to teacher

The district coaching team would like us both to complete a quick post-cycle survey to help support coaching in the district. I will send you a link in your email!

## Coach Reflection

What went well with this cycle? Celebrations? What could be better? What adjustments can you make as the cycle continues?