Tracking the Coaching Cycle

A TOOL FOR MANAGING AND DOCUMENTING YOUR WORK AS A READING COACH.

S. Underwood
June 2007
Why keep track of your coaching?

1. Organization
2. Follow-through
3. Documentation
4. Communication
Organization

You’ve got a million things to do.

- Coaching ✓
- Calibration visits
- Staff meetings
- Collaboration meetings
- Ordering materials

*But you want to “keep the main thing, the main thing,” so to speak. What is the main thing?*
Follow-Through

Keep “The Tyranny of the Urgent” from bringing your work to a halt.

- Getting distracted by other issues is easy.
- Remembering to pick up where you left off is not.
Documentation

- Principal – Are you following through on the work asked of you?
- Teacher – Did you provide the support a teacher needed prior to his or her evaluation?
- Coach – Have you been meeting your coaching goals?
Communication

Principal

Coach

Teacher

Collaborate

Collaborate

Collaborate

Evaluate
Two Important Considerations

1. Initiating the Coaching Cycle
   - Coach Request Forms A & B
   - Principal Request Form
   - Teacher Request Form

2. Tracking the Work
   - Coaching Cycle Tracking Form
   - Principal and Coach Observation Calendar
A Note on Goal Setting

- Start by setting goals that tighten up the foundational parts of the 90 minute block **before** setting goals in Workshop or Intervention.

- **Be specific!** Choose a particular focus, such as Comprehension Strategies, not a general area such as “The Red Band”.

- When you ask teachers to set goals for themselves, you can have them center their goals in the standards from your program’s Instructional Checklist.
This graphic organizer can be used to document the steps that the coach is taking with each staff member. One chart would be made for each teacher, and the coach would record the dates and aspects of the Coaching Cycle that are taking place with each individual.

### Tracking

**Teacher:** Mr. McGee

Date and note each step.

<table>
<thead>
<tr>
<th>Confer</th>
<th>Set Goals / Observe</th>
<th>Demo</th>
<th>Side by Side</th>
<th>Observe</th>
<th>Debrief</th>
</tr>
</thead>
</table>
| 09/17/07 Blending – discuss routines | Observe current Blending 09/20/07 | Demo Blending 09/27/07 | S-b-S Blending 10/04/07 | Observe Blending 10/11/07 | 10/11/07 Any more work needed???
| 11/12/07 Teacher uncertain of Vocabulary routine | Observe Vocabulary practices 11/13/07 | N/A | N/A | N/A | 11/14/07 Provide feedback – routine is perfect |
Evaluation vs. Coaching

- Principals evaluate teachers.
- Coaches provide professional assistance and guidance.
- Once the Coaching Cycle has begun, the work must be kept confidential.
- A coach may, however, recommend that a teacher voluntarily share their coaching experiences with the principal as evidence of their own professional development.
Discuss the following scenarios with a partner:

- **Teacher A** is new to your building this year and has never taught in a Reading First school. Where might you begin your work with this teacher? What tools could you use to work together to determine coaching goals?

- Your principal has observed that **Teacher B** has not been explicitly teaching vocabulary strategies. She has explained this and given a “Principal Request Form” to the teacher, who promptly provided three times during which he can meet. What steps will you take from here?
Your Turn...

- You have been coaching **Teacher C** in the area of Whole-Word Blending. On October 2, you both discussed the routine and planned to have you observe the teacher on October 3. A week later, on October 10, the teacher would like you to model the lesson. Using the sample Tracking Form, work with a partner to create an example of how you might document the process so far and discuss what the next steps will be in the Coaching Cycle.
Your Turn…

Teacher: __________________

Date and note each step.

<table>
<thead>
<tr>
<th>Confer</th>
<th>Set Goals / Observe</th>
<th>Demo</th>
<th>Side by Side</th>
<th>Observe</th>
<th>Debrief</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thoughts and Clarifications

Are you expected to use these documents precisely?

- We would like you to have documentation of your coaching to guide our conversation during Technical Assistance Visits.

- The ideas presented today are simply a place to begin.
Thank You for Your Hard Work!

- We would love feedback! If you would like to provide suggestions for how these forms can be:
  - Changed to be more user-friendly
  - Improved in design or function
  - Made better by any other suggestions
- Or, if you have structures that you would like to share...
- Please send feedback to:
  **stevenunderwood@boisestate.edu**