

Developmental Coaching Planning Guide

This guide is designed for leaders and coaches to use to implement developmental coaching cycles with teachers.

1. **Start by grounding in the teacher’s individual goal(s) and the school’s instructional priorities.** With the teacher, identify what you want to see change in instruction as a result of 1-on-1 coaching and school-wide professional learning sessions.
 - What do you want to see change?
 - What is your school’s instructional priority?
 - What is the individual goal of the teacher? (Note: Your impact as a coach will be increased if teachers’ individual goals are aligned to your school’s instructional priority.)

2. **Observe the teacher through a developmental, non-evaluative lens.**
 - **Before observation**
 - Review the teacher’s individual goals and lessons plans.
 - Create an observation schedule that ensures you observe all teachers every 1-2 weeks.
 - **During observation**
 - Observe lesson for 15-20 minutes, and take note of strengths and development opportunities.
 - Suspend judgement: Notice items for probing, but avoid getting fixated on things that “irk” you.
 - Use video or detailed script/notes to collect evidence of student learning.
 - Talk to kids: Ask them what they are learning *and why*.
 - Look for a range of student work samples that represent the entire class.
 - **After observation**
 - Collect a range of student work samples that represent the entire class, as well as exit tickets or other formative assessment data.

3. **Analyze student work (from observation notes and materials) to uncover trends across students’ thinking, skills, and knowledge, and to help you deepen your understanding of teacher’s strengths and development opportunities.**
 - What does the work show about student understanding and misconceptions? Is there a trend in what’s holding them back?
 - **Reflect**
 - Mastery: Is this content worthy? If so, how well did students master it, and how do you know?
 - Decisions: What teacher decisions (planning, content, delivery, management) are impacting student learning most (both positively and negatively)? What decisions would help maximize student learning?
 - Goals: Does the analysis align with the teacher’s goals? If not, what is so important that it trumps the focus on goals?
 - **Decide**
 - The students (succeeded/struggled) because the teacher _____
 - Student learning would improve the most if _____

4. Prioritize action steps, remembering to keep them bite-size and...

- **High leverage.** Will directly improve student outcomes and move the teacher toward goals.
- **Actionable.** The teacher can accomplish this in one week.
- **Observable.** Produces evidence that enables follow up and continues teacher development.
- **Practicable.** Can be practiced in the coaching meeting.

5. Plan for and deliver effective feedback.

- **Start by reviewing the Six Characteristics of Effective Feedback from Paul Bambrick's *Leverage Leadership*:**
 - Praise. Start off the conversation with one or two pieces of precise praise from your observation.
 - Probe. Start with a targeted question around the purpose or goals/objectives for the lesson.
 - Identify a single opportunity and concrete action step. Identify the problem and state a clear, measurable, observable action step that will address the issue.
 - Practice. Role play/simulate how the teacher could have improved the current lesson.
 - Plan ahead. Design/revise upcoming lesson plans to implement this action.
 - Set timeline for follow-up. Determine time by which the action will be accomplished.
- **Keep these criteria/tips for successful practice in mind:**
 - Normalize awkwardness and error (mistakes = learning).
 - Practice in the learning zone (not comfort or panic).
 - Make sure that it is done exactly right. Give adjusting/affirming feedback directly & immediately.
 - Require the teacher to exert effort.
 - Perform the action or similar action repeatedly (i.e. do it again).
 - Work on skills in isolation first, then in combination and in new situations.
 - Keep practicing. It takes time to develop expertise.
- **In preparing for your conversation with the teacher, think through the following questions:**
 - What will you praise?
 - What probing question(s) will you ask?
 - How will you frame the action step?
 - What/how will you practice?
 - What/how will you have the teacher plan?
 - What timeline will you set for follow-up?

6. Follow-up with strategic support.

- Secure agreements and action steps between coach and teacher in writing.
 - "Next Steps: I'll [x] by [date] and you'll [y] by [date]."
- Possible additional supports for follow up:
 - **Real Time Coaching.** As needed, schedule time to observe and conduct coaching on determined action steps in real time.
 - **Find Models.** Direct the teacher towards models of good practice within the school, and co-observe whenever possible.
 - **Connect to Resources.** Supply the teacher with readings, learning opportunities (online courses, workshops, etc.) to address action steps.