

1. Teacher Information | Coach Planning

Date: _____ Name: _____ School: _____ Grade Level(s): _____ Content: _____ Coach: _____

Professional Info | Contact Info

Number of Years Teaching in/out of District: _____/_____
Teacher Certification: License Type (circle): Initial | Professional | Master
Induction this year? Y N Probationary (1, 2, 3): _____ Non-Probationary: _____
E-mail: _____ | Phone: Classroom/Office: _____
Home/Cell: _____ | Room #(s): _____
Planning Time(s): _____ | Coaching Frequency: _____
Observation Time(s): _____

Assistance Menu | Coaching Focus

- Analyzing Student Work—Processes/Rubrics
- Assessment: Checks for Understanding, Formative, Interim, Summative
- Classroom Management—Presence/Planning/Procedures
- Content Support for Specific Programs
- Data Analysis
- Differentiation/Modifications for SPED/GT/ELL/Other: _____
- Effective Questioning/Rigor/Depth of Knowledge (DOK)
- PLC Support
- Professionalism—Basics/Affect/Building Relationships
- Standards-Based Lesson Planning:
Daily: Standards | Learning Targets | Instructional Delivery Choices with Rationale
| Formative Assessment
Unit Development: Sequencing | Assessments | Yearly Sequencing—Curriculum Mapping
- Student Engagement/Motivation
- Teacher Evaluation: Professional Preparation—Teacher Quality Standards/Measures of Student Learning
- Workshop Format with Team: Topic _____

Other Area(s) of Assistance Requested: _____

Coach Planning

- Professional Agreement reviewed and signed
- Teacher Information [p. 1-this page] completed
- Pre-Instructional Survey completed by teacher
- Human Connection [p. 2] most applicable sections completed over time
- Action Plan [p. 3] Working Document
- Keep up with tracking Goals/Action Steps progress, Instructional Time, Student Engagement, and Positive Support or “Lift” idea actions on the Tracking page [p.4]
- Use Time Distribution Tool during observations for individual teacher and program data collection
- Post-Instructional Survey completed by teacher

Coaching Resources

- Analyzing Student Work Processes
- Classroom Management Self-Assessment and Checklists Forms
- Classroom Management System Exemplars
- Collegial Observation Form Conference Documentation Form Cultural Understanding & Bias Process Data Collection Tools & Checklists Developing Rubrics Tool Unpacking Standards Process & Form DOK Flip Folder
- Educator Effectiveness Video Effective Questioning Analysis and Creation Processes
- Next Generation Learning resources
- Professional Portfolio Socratic Seminar
- Standards-based Lesson Planning Color-coded Process Student Engagement resources Student Survey Form
- Teacher/Coach Observations Over Time Form Video Analysis Observation Form
- Video Notification Forms Workshop Format Template
- Instructional Videos and Websites: _____
- Other Resources, Checklists, Strategies: _____

Notes:

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2. Human Connection

Date: _____ Teacher Name: _____ School: _____ Grade Level(s): _____ Content: _____ Coach: _____

Identifying Teacher Motivation and Purpose: *The Touchstone Process*

#1. For Teacher's Students: Ask teacher to "Choose a word written on the stones below (or use real stones), and/or write a word of your own that best captures what you would like your students to take away from, gain, feel, or incorporate into their lives as a result of your teaching, influence, or interactions with them this year." **Teacher's core emotion/desire/feeling to share with students:** _____



Other Word Ideas: *Humor, Organization, Creativity, Trust, Connection, Gentleness, Passion, Caring, Flexible, Serenity, Plan, Health, Kindness, Communication, Faith, Competency, Happiness, Gratitude, Knowledge, Confidence, Content Mastery, Authenticity*

2. For Teacher: Choose a word on the stones (or think of one) that best describes something you would like to have in your life right now that could help increase your ability to convey choice/stone #1 to your students:

Teacher's Support Choice to make her/his core desire for these students happen: _____

Learning Modality Preferences: _____

Personality Information: Record results of surveys already taken, or administer one and record results in the table below:

Ideas: Myers-Briggs Multiple Intelligences Emergenetics North, South, East, West—Compass Personality Test Other

Is there anything else you think I ought to know as your coach? _____

Coach Reflection: Knowing this information, how could you tailor your coaching to meet this teacher's individual needs? _____

Where do you see yourself in 5 years?

What was your favorite childhood dream?

Hobbies/Interests/Likes/Dislikes:

Personal/Family Info:

Ideas:

Personal/Family:

Birth order, siblings, husband/wife, children, grandchildren, places lived, places visited, favorite memories, etc.

Hobbies/Interests:

Music, sports, drama, games-board/video, collections, nature, reading, traveling, computers, motorcycles, etc.

Likes/Dislikes:

Food, what people do, houses, books, landscaping, clothes, gifts, leaders, stores, restaurants, etc.

Self-Care:

What works, what would you like to do?

- Exercise
- Eat Healthy
- Be in Nature
- Listen to Music
- Spend Time with Family and Friends
- Read
- Other Ideas: _____

3. Action Plan

Date: _____ Teacher Name: _____ School: _____ Grade Level(s): _____ Content: _____ Coach: _____

<p>GOAL # <input style="width: 40px; height: 20px;" type="text"/></p> <p><input type="checkbox"/> Specific <input type="checkbox"/> Measurable</p> <div style="border: 1px solid black; border-radius: 15px; height: 40px; margin-top: 10px;"></div> <p>Questions to consider: What have you already tried?</p> <p>What student needs can be addressed by setting this goal?</p> <p>How do you want to grow as an educator?</p> <p>What Teacher Quality Standards will this goal address? I, II, III, IV, V, VI</p> <p>On a scale of 1 (low) to 5 (high), how much would it matter to you if you met this goal? 1 2 3 4 5 Knight (2010)</p>	<p>Goal Attainment Measure: How will I know I have achieved this goal?</p> <div style="border: 1px solid black; border-radius: 15px; height: 60px; margin-top: 10px;"></div> <p>Ideas to Consider:</p> <ul style="list-style-type: none"> -Teacher choice of data collected & compared over time -Pre/Post Video Analyses -Observation Data -Pre/Post Student Assessments -Pre/Post Pictures -Pre/Post Surveys -Other: 	<p>Process to Goal Completion: ACTION STEPS/STRATEGIES TO IMPLEMENT: <i>What steps do I need to take to achieve this goal? What are my timelines for completion?</i></p> <ul style="list-style-type: none"> - Enter step in shaded area. - Enter the date when you plan to complete this step in the box on the left. - Date and check the box on the right when step is completed. <div style="display: flex; flex-direction: column;"> <div style="margin-bottom: 10px;"> <p>A. <input style="width: 40px; height: 20px;" type="text"/></p> <div style="border: 1px solid black; border-radius: 15px; background-color: #e0f2f1; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="flex-grow: 1;"></div> <div style="width: 40px; text-align: center; border: 1px solid black; border-bottom: none; border-right: none; border-left: none;">/</div> </div> </div> <div style="margin-bottom: 10px;"> <p>B. <input style="width: 40px; height: 20px;" type="text"/></p> <div style="border: 1px solid black; border-radius: 15px; background-color: #e0f2f1; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="flex-grow: 1;"></div> <div style="width: 40px; text-align: center; border: 1px solid black; border-bottom: none; border-right: none; border-left: none;">/</div> </div> </div> <div style="margin-bottom: 10px;"> <p>C. <input style="width: 40px; height: 20px;" type="text"/></p> <div style="border: 1px solid black; border-radius: 15px; background-color: #e0f2f1; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="flex-grow: 1;"></div> <div style="width: 40px; text-align: center; border: 1px solid black; border-bottom: none; border-right: none; border-left: none;">/</div> </div> </div> <div style="margin-bottom: 10px;"> <p>D. <input style="width: 40px; height: 20px;" type="text"/></p> <div style="border: 1px solid black; border-radius: 15px; background-color: #e0f2f1; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="flex-grow: 1;"></div> <div style="width: 40px; text-align: center; border: 1px solid black; border-bottom: none; border-right: none; border-left: none;">/</div> </div> </div> <div style="margin-bottom: 10px;"> <p>E. <input style="width: 40px; height: 20px;" type="text"/></p> <div style="border: 1px solid black; border-radius: 15px; background-color: #e0f2f1; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="flex-grow: 1;"></div> <div style="width: 40px; text-align: center; border: 1px solid black; border-bottom: none; border-right: none; border-left: none;">/</div> </div> </div> <div style="margin-bottom: 10px;"> <p>F. <input style="width: 40px; height: 20px;" type="text"/></p> <div style="border: 1px solid black; border-radius: 15px; background-color: #e0f2f1; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <div style="flex-grow: 1;"></div> <div style="width: 40px; text-align: center; border: 1px solid black; border-bottom: none; border-right: none; border-left: none;">/</div> </div> </div> </div> <p>Notes:</p> <p style="font-size: small; color: gray;">Coaching paperwork not to be used as a part of a teacher's evaluation. All comments written by the coach are nonevaluative and not to be interpreted as an indication of success or lack of success of the teacher being coached.</p>	<p>Completion Evidence of Action Steps:</p> <p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p> <p>E. _____</p> <p>F. _____</p> <p>Goal Attainment Measurement Results:</p> <div style="border: 1px solid black; border-radius: 15px; height: 100px; margin-top: 10px;"></div> <p>Next Steps:</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p><input type="checkbox"/> Continue with this goal</p> <p><input type="checkbox"/> Choose a different goal</p> <p><input type="checkbox"/> Take some time off</p> <p style="font-size: x-small;">Knight, J. (2010).</p> </div>
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4. Tracking

Date: _____ Teacher Name: _____ School: _____ Grade Level(s): _____ Content: _____ Coach: _____

Encouragement | Celebrations | Creative Positive Support | Ways to “Lift” Teachers We Coach

_____ _____ _____ _____

Goal/Action Steps Progress Tracking							
-A process for regularly checking on goal progress with teacher being coached- <input type="checkbox"/> Record date of meeting <input type="checkbox"/> Record overall Goal # first, then Action Step Letter <input type="checkbox"/> Note In Progress (IP) or Met (M) to record progress toward goal							
Date	Goal # Action Steps Letter	In Process or Met	Date	Goal # Action Steps Letter	In Process or Met	Date	Goal # Action Steps Letter
1.			7.			13.	
2.			8.			14.	
3.			9.			15.	
4.			10.			16.	
5.			11.			17.	
6.			12.			18.	
						19.	
						20.	
						21.	
						22.	
						23.	
						24.	

Total number of Action Steps Completed: _____ **Total # of Action Steps Planned:** _____
 Divide total number of action steps completed by total # of action steps planned = **Percentage of Action Steps Completed:** _____ (Continued)

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(Continued)

Instructional Time and Student Engagement Data								
Track percentage of time spent on instruction and percentage student engagement during observations—Track this data using the Time Distribution Tool.								
This individual teacher data provides feedback for teachers. The average of the average percentage for all teachers will be recorded as general program data.								
Date	% Teacher Instruction	% Student Engagement	Date	% Teacher Instruction	% Student Engagement	Date	% Teacher Instruction	% Student Engagement
1.			5.			9.		
2.			6.			10.		
3.			7.			11.		
4.			8.			12.		
Total Averages: % Instructional Time: _____ % Student Engagement: _____								

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