Resource A

Results-Based Coaching Tool

RESULTS-BASED COACHING TOOL

Coach Name:	Teacher Name(s):			
Dates of Coaching Cycle:	**Coaching Focus (Grade/Subject/Content):**			
<u>**Standards-Based Goal**</u> What is the goal for student learning?	<u>**Instructional Practice**</u> What instructional practices will help students reach the goal?	<u>**Instructional Coaching**</u> What coaching practices were implemented during this coaching cycle?	<u>**Teacher Learning**</u> As a result of the coaching, what instructional practices are being used on a consistent basis?	<u>**Student Learning**</u> How did student learning increase as a result of the coaching cycle?
Students will . . . **Standard(s):** **Learning Targets:** I can:	**Teacher will . . .**	**Coach and teacher did . . .** (check all that apply) ☐ Goal setting ☐ Creating learning targets ☐ Analysis of student work ☐ Co-teaching ☐ Collecting student evidence during the class period ☐ Collaborative planning ☐ Shared learning to build knowledge of content and pedagogy **Other:** _____	**Teacher is . . .**	**Students are . . .** **Student Learning** How did student learning increase as a result of the coaching cycle? **Post-Assessment Data:** _____ Emerging _____ Developing _____ Meeting _____ Exceeding _____ % of students were able to demonstrate proficiency of the learning targets

Follow-up for students who didn't reach the goal:

Baseline Data:

_____ Emerging

_____ Developing

_____ Meeting

_____ Exceeding

_____ % of students were able to demonstrate proficiency of the learning targets

(Continued)

TEACHER REFLECTIONS	COACH REFLECTIONS
How did the coaching cycle support the students' learning?	What coaching moves most supported the coaching cycle?
Were there any challenges or missed opportunities during the coaching cycle?	Were there any challenges or missed opportunities during the coaching cycle?
What are some next steps for your teaching as a result of the coaching cycle?	What are some next steps for your coaching as a result of the coaching cycle?

THE RESULTS-BASED COACHING TOOL DECONSTRUCTED AND ANNOTATED

Standards-Based Goal	
Standards-Based Goal What is the goal for student learning?	
Students will . . . **Standard(s):** **Learning Targets:** I can: **Baseline Data:** _____Emerging _____Developing _____Meeting _____Exceeding _____% of students were able to demonstrate proficiency of the learning targets	← Using the language "students will" helps us stay focused on the fact that our goal is about learning rather than a teaching strategy or structure. ← Sometimes a goal will align specifically with one particular standard; often several standards or parts of standards are addressed at once. ← The goal is broken down into a set of learning targets, or success criteria, which will guide instruction throughout the coaching cycle and which will be used to formatively assess along the way. ← A pre-assessment is given in order to determine baseline data and to see what understanding students are already bringing to the learning. The descriptors can be modified to match specific school or district language.

Instructional Practice	
Instructional Practice What instructional practices will help students reach the goal?	
Teacher will . . .	← This section is where thinking is held about all the strategies, structures, resources, and activities that might be used throughout the coaching cycle in order to help students reach the goal. This can include things the teacher says they want to work on (e.g., setting up a readers' workshop), as well as school or district expectations (such as implementing the new math curriculum). The list can be added to as new thinking is generated throughout the coaching cycle.

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Instructional Coaching

What coaching practices were implemented during this coaching cycle?

Coach and teacher did . . .

(check all that apply)

- ❑ Goal setting
- ❑ Creating learning targets
- ❑ Analysis of student work
- ❑ Co-teaching
- ❑ Collecting student evidence during the class period
- ❑ Collaborative planning
- ❑ Shared learning to build knowledge of content and pedagogy
- ❑ Other _____

◀ Here the coach can keep track of all of the different ways they collaborate with the teacher(s) during the coaching cycle. It also serves as a way to help teachers understand what to expect the coach to be doing (and not be doing) in a cycle.

Teacher Learning

As a result of the coaching cycle, what instructional practices are being used on a consistent basis?

Teacher is . . .

◀ This is where the teacher can reflect on their own learning and growth as a result of the coaching cycle. It can be generated from time in the classroom or from reflection at the end of the coaching cycle. It is important to note that this is not a place for evaluation but rather for celebration. Most of the thinking should come from the teacher.

Student Learning

How did student learning increase as a result of the coaching cycle?

Students are . . .

◀ Anecdotal evidence can be shared about how students have grown in their learning and can be recorded here. It may be specific to the learning targets, or it may be more general, such as reflections about an increased level of student engagement.

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Post-assessment Data: _____Emerging _____Developing _____Meeting _____Exceeding _____% of students were able to demonstrate proficiency of the learning targets	← The post-assessment should mirror the pre-assessment as closely as possible in order to adequately measure growth.
Follow-up for students who didn't reach the goal:	← There may be a few students who didn't yet reach the goal. It is important for the coach and teacher to make sure a plan is in place to continue to support these students with the learning.