

Resource B

Coaching Cycle Logs

MINI COACHING CYCLE LOG

| COACHING LOG: MINI COACHING CYCLE | |
|---|-----------------|
| Teacher: | Grade/Subject: |
| Coach: | Dates of Cycle: |
| 1. What is the goal or target? What bigger learning does it sit under? | |
| 2. What evidence do we have, or need, that will inform us of where students are? | |
| 3. Based on our evidence, what did we learn, and what can we try? | |
| 4. How will we co-deliver instruction? | |
| 5. How did the students do? What are some next steps for instruction? | |

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FULL COACHING CYCLE LOGS

COACHING LOG: SET STANDARDS-BASED GOALS

Guiding Questions:

1. What is the goal for student learning for this coaching cycle? What do we hope the students will learn as a result of our partnership?
2. Are there any data that will inform us as we set a goal?
3. What standard(s) does this goal address?
4. Is there a specific unit in the curriculum that the goal addresses?

Notes and Next Steps:

COACHING LOG: UNPACK THE GOAL INTO LEARNING TARGETS

Guiding Questions:

1. What are the learning targets (or success criteria) that will help the students reach the goal?
2. Do the learning targets address a balance of *know*, *understand*, and *do*? Do they go beyond lessons and activities?
3. Are there any behavior targets that we want to include?
4. Are the targets written in student-friendly language?

Notes and Next Steps:

COACHING LOG: CREATE A PLAN FOR THE PRE-ASSESSMENT

Guiding Questions:

1. How will we assess the students to measure growth across the coaching cycle? We can use an existing assessment or create our own.
2. Is the assessment open-ended and descriptive in nature?
3. Does the assessment align with the learning targets?
4. When will we meet again to analyze the data that we collect?

Notes and Next Steps:

COACHING LOG: DOCUMENT BASELINE DATA

Guiding Questions:

1. How did the students perform on the pre-assessment?

| % EMERGING | % DEVELOPING | % MEETING | % EXCEEDING |
|------------|--------------|-----------|-------------|
| | | | |

2. Do the data indicate any ways in which we should modify or prioritize the learning targets? If so, how?
3. Based on the data, what is our first step in instruction?

Notes and Next Steps:

COACHING LOG: CO-PLAN WITH STUDENT EVIDENCE

Guiding Questions:

1. What is the learning target for the lesson?
2. How will students demonstrate their understanding of the target?
3. How would we want students to answer the following questions?
 - What am I learning?
 - Why am I learning it?
 - How will I know when I have learned it?
4. Do we have evidence from the last lesson that will inform how we can differentiate instruction?
5. What resources and materials will we need to prepare?
6. How will we work together to manage student behavior?

Planner for Sharing Lessons

| WHAT'S HAPPENING? | WHAT WILL IT LOOK LIKE? | WHO WILL TAKE THE LEAD? WHAT WILL THE OTHER "TEACHER" DO? |
|-------------------|-------------------------|--|
| | | |

Notes and Next Steps:

COACHING LOG: EVIDENCE OF TEACHER AND STUDENT LEARNING

Guiding Questions:

1. How did students perform on the post-assessment?

| % EMERGING | % DEVELOPING | % MEETING | % EXCEEDING |
|------------|--------------|-----------|-------------|
| | | | |

2. What support will be given to students who did not meet the goal?
3. How have you grown professionally as a result of the coaching?
4. How can I continue to support you, even though the cycle is finished?

Notes and Next Steps:

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