

# Resource D

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## Protocols and Agreements

### TOOL: PROTOCOL FOR DETERMINING PRIORITY STANDARDS

1. Create grade or course-alike groups.
2. Provide the standards and ask participants to rank them using the rubric.
3. Regroup and discuss the rankings. Reach consensus on which are the highest-priority standards.
4. Unwrap each of the priority standards into a set of learning targets or success criteria.

### TOOL: PROTOCOL FOR SORTING STUDENT WORK FROM A DISTANCE

**Purpose:** To analyze student evidence in order to plan for differentiated instruction.

**Suggested time:** 10–15 minutes

**Process:**

1. Be sure that both the coach and the teacher(s) have access to the set of work. It can be housed in the LMS or in a shared document. If working in person but still at a distance, it may make sense to create a copy of the set for each person.
2. Read through the entire set of class work, looking for trends relative to the learning target(s).
3. Discuss the trends that were noticed. Collectively, decide which ones are the most significant and need further instruction—either in whole or small groups.
4. Go back to the work to sort students according to the identified needs. If something pertains to the whole class, this will be addressed in whole-group instruction.
5. Plan for instruction based on the needs of each group.

### TOOL: PROTOCOL FOR CO-PLANNING UNITS

1. Determine the goal or intended learning for the unit. Just like a coaching cycle goal, this can be framed as “Students will . . .”
2. Unpack the learning intention into a set of learning targets (“I can . . .” statements). These targets will serve as the success criteria.
3. Plan the classwork, texts, and resources that will be needed to address each learning intention.
4. Plan how the learning intentions and/or learning targets will be assessed.

## TOOL: PROTOCOL FOR CO-PLANNING LESSONS

1. Analyze the student work that came from previous instruction.
2. Based on the evidence, identify the learning target that will be focused on.
3. Determine what will happen synchronously and asynchronously.
4. Plan each lesson component.
5. Plan how students will show what they know. This includes how students will self-assess and how the teacher will formatively assess.
6. Determine how the students will be grouped for learning.
7. Practice the problems and tasks before teaching the lesson.

## TOOL: PRINCIPAL AND COACH AGREEMENT

Principal:

Coach:

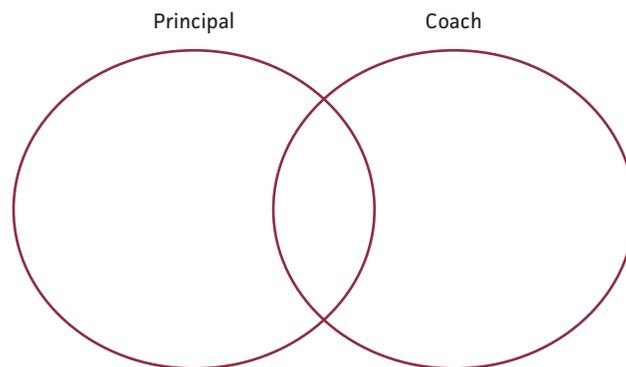
Date:

### I. The Work

1. What is our focus for school improvement? How have student data informed this decision?
2. How will we demonstrate the impact of coaching on teacher and student learning?

### II. Defining Our Roles

1. What roles and responsibilities will we each have in coaching and professional development?
2. How will we introduce the coaching role to the staff?



### III. Ongoing Communication and Scheduling

1. When will we meet?
2. What will the coach's schedule look like? How will we provide choice to teachers?
3. How will we support each other?

## TOOL: PARTNERSHIP AGREEMENT FOR A COACHING CYCLE

### I. What Is Our Focus?

- What is our goal for student learning?
- What are the learning targets that capture what we want the students to know and be able to do?

### II. How Will We Work Together?

- There are options for how we can work together in your classroom. Let's talk through these options and pick some that feel right to you.
- There are also options for how we can collect student evidence when we are working together in the classroom. How would you like to go about doing this?
- How will we reflect, both individually and collectively, about our work and students' growth?

### III. How Will We Approach Co-planning?

- We will need at least 35 to 40 minutes each week for planning. What time works for you?
- It is helpful to create a planning system that works for you. How would you like to share this information (Google Docs, planning template, etc.)?

## TOOL: STEPS FOR ENROLLING TEACHERS IN COACHING CYCLES

### 1. Build Relationships by Connecting with Teachers in Person and Virtually

- Introduce yourself to the staff (whole staff, teams, and individuals) virtually and/or in person.
- Help with various beginning-of-the-year tasks, such as classroom setup, technology, assessments, and so forth.
- Provide resources to teachers for virtual and/or in-person teaching.

### 2. Listen for Openings

- Find openings when coaching informally, such as co-planning lessons and units.
- Attend existing meetings, such as PLCs, department meetings, or those for grade-level teams.
- Invite teachers to participate, or ask if they will help you "practice" something new.

### 3. Set Norms and Agreements

- Define clear expectations for the coach and teacher.
- Discuss how you will best work together (this may vary, depending on whether it's happening virtually or in person).
- Schedule times each week for co-planning and co-teaching.
- If school shifts from remote to in person, or vice versa, plan how coaching will be adjusted.
- Create a shared folder for all coaching documents, such as the Results-Based Coaching Tool and coaching logs.

### 4. Launch Coaching Cycles

*Source:* Adapted from Flaherty (2010).

## TOOL: CONSULTANCY PROTOCOL

**Purpose:** This protocol is used to explore a problem or dilemma related to coaching.

**Suggested time:** 45 minutes

**Roles:**

- **Presenting coach** shares a dilemma for the group to discuss.
- **Participants** listen, reflect, and discuss the dilemma that is shared.
- **Facilitator** manages the process, keeps an eye on the time, and encourages everyone to participate in the discussion.

**Process:**

1. The presenter shares an issue or dilemma from their coaching work. If possible, the issue is presented in the form of a focus question (3–5 minutes).
2. The facilitator restates the issue or dilemma to ensure that it is clear and well understood (1–2 minutes).
3. Participants ask clarifying questions to be sure they understand the context and history of the issue or dilemma. The presenting coach responds to the questions to provide more context and background (5 minutes). (*Note:* Clarifying questions are aimed at helping the participants understand the issue or dilemma and are not a place to make suggestions.)
4. Participants ask probing questions. The presenting coach responds to the group's questions to continue adding context and background (5–10 minutes). (*Note:* Probing questions are deeper than clarifying questions but still are not suggestions. They are intended to spur reflection and possibility thinking.)
5. The presenting coach listens and takes notes while the participants discuss the issue or dilemma that was presented (5–10 minutes).
6. The presenting coach responds to the discussion and thoughtfully reflects on their next steps (5 minutes).

*Source:* Adapted from the National School Reform Faculty.

## TOOL: PROTOCOL FOR PROVIDING STRENGTHS-BASED FEEDBACK

**Purpose:** This protocol is used to explore a problem or dilemma related to coaching.

**Suggested time:** 45 minutes

**Roles:**

- **Presenting coach** shares a dilemma for the group to discuss.
- **Participants** listen, reflect, and discuss the dilemma that is shared.
- **Facilitator** manages the process, keeps an eye on the time, and encourages everyone to participate in the discussion.

**Process:**

**1. Review the Protocol and Norms (5 minutes)**

- The facilitator sets the stage for the learning and shares the following norms:
  - Assume positive intent throughout the conversation.
  - Listen and take notes.
  - Follow the protocol so that the conversation stays on track.

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**2. Share a Problem of Practice (10 minutes)**

- The presenting coach provides background about their recent coaching work.
- The presenting coach shares a pressing challenge or issue.
- Participants ask clarifying questions, so that the fuller picture is understood.

**3. Value (5 minutes)**

- A few participants celebrate something they heard from the presenting coach.

**4. Uncover Possibilities (15 minutes)**

- The presenting coach and participants brainstorm ideas that will support the coach in moving the work forward.

Retrieved from the companion website for *Student-Centered Coaching From a Distance: Coaching Moves for Virtual, Hybrid, and In-Person Classrooms* by Diane Sweeney, Leanna S. Harris. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.