

Resource G

Checklists for Coaching

TOOL: HOW HAVE I BEEN SPENDING MY TIME AS A COACH?

As you consider your coaching practice, how balanced has your work been? Put a check next to the statements that represent how you have been mostly spending your time as a coach. If you have more than a few checks, you may be ready to move beyond being a resource provider.

- I am mostly helping teachers with support, such as organizing assessments or other clerical duties.
- I am mostly helping teachers get technology systems in place.
- I am mostly engaged in conversations that are one-shot or drive-by.
- I am mostly working behind the scenes to write lessons and units for the teachers.
- I am mostly covering classes so that my school can manage cohorts of students.

TOOL: THINGS TO KEEP IN MIND WHEN CO-PLANNING

- Look for evidence that's easy to collect and analyze. This should be a quick process.
- Make sure the evidence is aligned with the designated outcome for learning.
- Keep an asset-based perspective. Focus on what kids already know, so that you can build from there.
- When co-planning instruction, think of what each student will need in order to be successful.
- Consider various ways in which students can demonstrate learning, especially in digital platforms.

TOOL: STRATEGIES FOR BEING PRODUCTIVE IN TECH-BASED CO-PLANNING SESSIONS

- Mix standing and sitting during co-planning sessions.
- Tell the teacher(s) that you may not focus on the camera because you will be capturing the conversation in a coaching log.
- Avoid multitasking.
- Turn off onscreen notifications.
- Hide "self-view" so that you don't watch yourself.
- Always schedule movement breaks between calls.
- Stay hydrated, and don't forget the snacks!

TOOL: CHECKLIST FOR WAYFINDING

- How easily can the students navigate the unit?
- Is the format of the unit consistent?
- Are the icons consistent from class to class and across the school and district?
- Is there a logical flow and structure to the lessons?
- Does the ease of navigation take students into deep learning?
- Do any of the lessons need to be tested or practiced?
- Can we use colors or images to support students?

TOOL: PLANNING BREAKOUT ROOMS

- How will we group students in breakout rooms?
- Is there a protocol that might help the groups stay on track?
- Are there any guiding questions we might use to frame the group work?
- How will we build in accountability for the group work?
- How long will the breakout rooms last?
- Can I help you organize and manage the breakout rooms?
- Which of the rooms will we visit?
- Is there another tool we can use to collect thinking (Padlet, Google Docs, Pear Deck, etc.)?
- Is there anything else I can help you with?

TOOL: COACHING TOWARD INDEPENDENCE

Coaches can support teachers in doing the following:

- Determine what learning needs to be scaffolded or, conversely, when too many scaffolds are in place.
- Create rituals and routines that provide students with the space to dig in first and, if needed, get help based on their specific needs.
- Model strategies to get unstuck. These may vary across face-to-face and remote learning environments.
- Use the Noticing and Naming strategy to watch for students who are struggling or stuck in a way that is no longer productive.
- Plan assignments that are challenging but also include the right number of scaffolds.
- Model language that promotes risk taking and a growth mindset.

TOOL: CHECKLIST FOR ASSESSING WHETHER TASKS LEAD TO DEEP LEARNING

- Students can think and solve problems in more than one way.
- Students are asked to share the strategies they used as learners.
- Information is applied in some way.
- Students are asked to think first.
- Students are able to decide how to approach the learning.

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