

**Figure 9.4** Jen and Darcy’s Results-Based Coaching Tool

Teacher: Darcy		Coach: Jen		
Coaching Cycle Focus: Inferring in fourth-grade science and using the workshop model.		Dates of Coaching Cycle: 10/16/2015–11/26/2015		
Standards-Based Goal	Focus for Teacher Learning	Student-Centered Coaching	Teacher Learning	Student Learning
<p>What is the goal for student learning?</p>	<p>What instructional practices will help students reach the goal?</p>	<p>What coaching practices were implemented during this coaching cycle?</p>	<p>As a result of the coaching cycle, what instructional practices are being used on a consistent basis?</p>	<p>How did student achievement increase as a result of the coaching cycle?</p>
<p>Students will . . .</p> <p>Refer to text clues and background knowledge when explaining what the text says and when drawing inferences.</p> <p><i>Standard(s):</i> RI.4.1 and RL.4.1</p>	<p>Teacher will . . .</p> <p>Model the following:</p> <ul style="list-style-type: none"> <li>• Model annotating text, identifying important information, and activating background knowledge</li> </ul>	<p>Coach and Teacher did . . .</p> <p>(check those that apply)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goal setting</li> <li><input type="checkbox"/> Creating learning targets</li> <li><input type="checkbox"/> Analysis of student work</li> </ul>	<p>Teacher is . . .</p> <ul style="list-style-type: none"> <li>• Consistently using the workshop model across content areas</li> <li>• Implementing and realizing the power of a quick, explicit mini-lesson</li> </ul>	<p>Students are . . .</p> <ul style="list-style-type: none"> <li>• Working more independently</li> <li>• Using a variety of comprehension strategies</li> <li>• More engaged in reading</li> </ul>
<p><i>Learning Targets:</i></p> <p>I can</p> <ul style="list-style-type: none"> <li>• Annotate my thinking in the text</li> <li>• Record facts to remember what is important</li> <li>• Use text features to learn more information</li> </ul>	<ul style="list-style-type: none"> <li>• Instruct whole group, small group, and individually, using a workshop structure</li> <li>• Construct and use anchor charts</li> <li>• Post and unpack learning targets with students</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Co-teaching</li> <li><input type="checkbox"/> Collecting student evidence during the class period</li> <li><input type="checkbox"/> Collaborative planning</li> <li><input type="checkbox"/> Shared learning to build knowledge of content and pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Offering student choice within the workshop model, which eliminates most behavior problems</li> </ul>	<p><i>Post-Assessment Data:</i></p> <p>0-Emerging 3-Developing 20-Meeting 2-Exceeding</p>

(Continued)

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<b>Teacher: Darcy</b>		<b>Coach: Jen</b>	
<ul style="list-style-type: none"><li>• Identify important details in a text</li><li>• Activate my background knowledge when reading</li><li>• Use my background knowledge and text clues to infer</li></ul> <p><i>Baseline Data:</i> 24-Emerging 1-Developing 0-Meeting 0-Exceeding</p> <p>1/25 Students were able to infer using text clues and background knowledge when reading a designated text.</p>			<p>22/25 students were able to infer using text clues and background knowledge when reading a designated text.</p> <p><i>Follow-up for students who didn't reach the goal:</i></p> <ul style="list-style-type: none"><li>• Look at holes in their learning . . . more time recognizing and building background knowledge</li><li>• Spend more time building vocabulary in order to connect to a piece of text</li><li>• Work on determining important information within a text</li><li>• Practice with easier text not in content area</li></ul>