

Coaching Model Overview

This resource is a high-level overview of a sample coaching model and process. This model could be used with formal instructional coaches or a teacher leader coaching structure. Whether formal coaching or teacher leader coaching is used, this model requires content expertise and a strong understanding of the materials from the person supporting the teacher.

Instructional Coaching Model

This instructional coaching model is an example of how instructional coaching cycles can be structured and executed at the school level. Though some of these pieces might require adjustments depending on if you have full-time instructional coaches or teacher leader coaches, the general framework would still work.

Prerequisites for Instructional Coaching

- Expertise in the specific content
- Strong understanding of instructional materials being used
- When applicable, read the texts and completed summative task in full prior to coaching cycle

An instructional coach model includes:

1. Pre-meeting with the teacher
 - a. Ask the teacher to articulate what they think you may see in observation
 - b. Ask the teacher to frame that lesson's learning objective
 - c. Get a sense of what the teacher thinks their areas for growth are
 - d. Co-plan the lesson that will be observed
2. Observation of instruction that was discussed in the pre-meeting
 - a. Have instructional materials (e.g., lesson plans, intellectual preparation, curriculum) easily accessible when observing
 - b. Take low-inference notes
 - c. Observe using a shared walkthrough tool aligned to the content vision
 - d. Determine potential area for focus/suggested goals/key lever
3. Reflection and goal setting meeting
 - a. Provide precise praise
 - b. Probe and ask questions
 - c. Set goals
 - d. Identify bite-sized key lever
 - e. Plan for an upcoming lesson (focusing on the key lever) using the materials
 - f. Practice the area that the teacher wants to change
4. Observation of instruction
 - a. Have instructional materials (e.g., lesson plans, intellectual preparation, curriculum) easily accessible when observing
 - b. Take low-inference notes

- c. Observe using a shared walkthrough tool aligned to the content vision
 - d. Look for evidence toward the established teacher-specific goal
 - e. Identify key lever for upcoming feedback conversation
5. Reflection/feedback conversation
- a. Provide precise praise
 - b. Probe and ask questions
 - c. Measure progress toward goals
 - d. Identify bite-sized key lever (only if initial key lever was effectively implemented)
 - e. Practice
 - f. Next steps
6. Repeat