

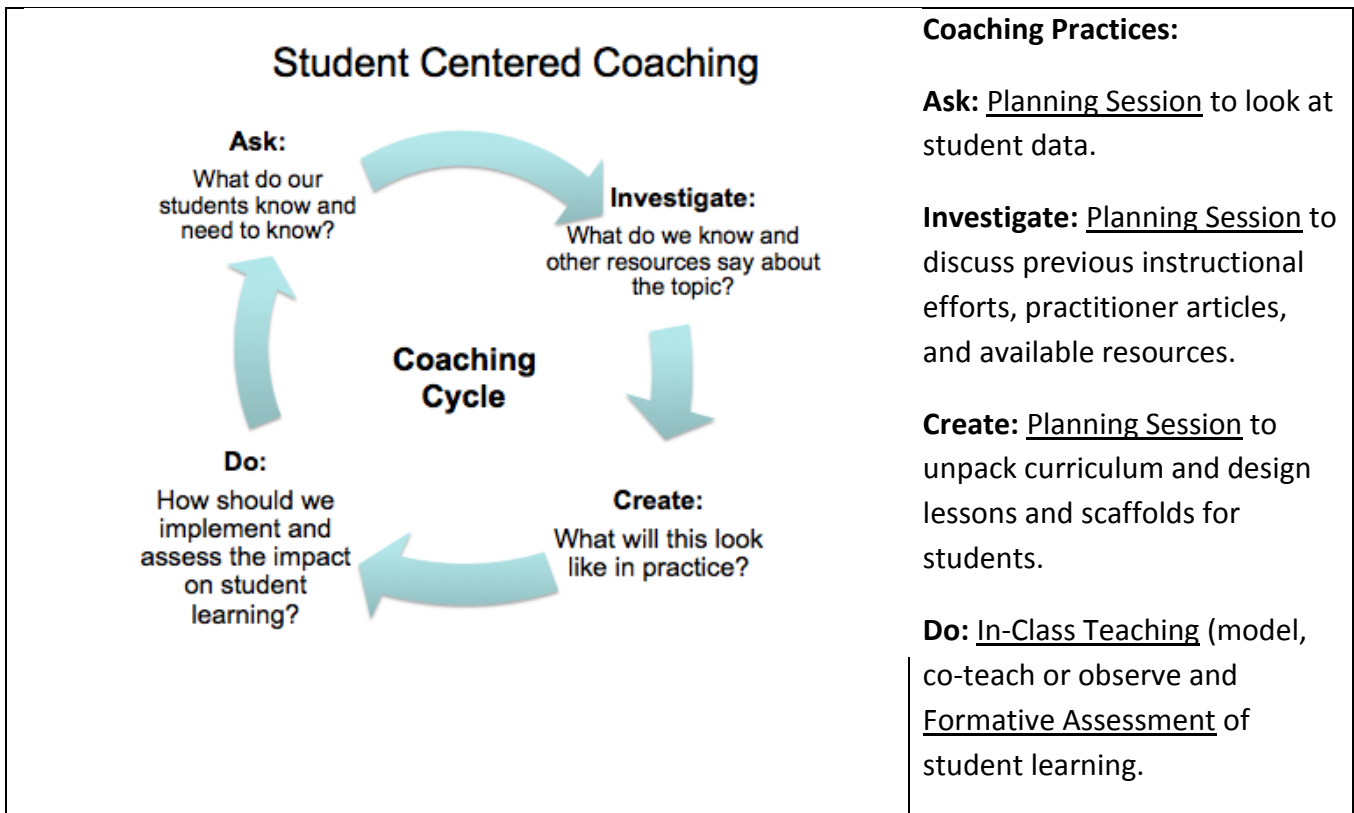


Coaching Cycle Planning Tool

Goal: We aim to deepen our collective understanding of the teaching practices that support student reading, writing and thinking in our classrooms.

Underlying Belief about Professional Learning:

Professional learning is **student-centered** and addresses the gap between what our students need and what we know (International Reading Association, 2006; National Staff Development Council, 2009).



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Adapted with permission from Phillip M. Wilder, Clemson University.

Wilder, P. (2013). "I can only cognitively coach so much": Heavy coaching efforts amidst disciplinary complexities in secondary school classrooms (Doctoral dissertation, University of Illinois at Urbana-Champaign).

Part A: Reflection on Prior Collaboration

| Coaching Cycle Stage | Questions to Consider | Your Answers |
|----------------------|--|--------------|
| <i>Background</i> | <ul style="list-style-type: none"> Who were the participants? How long was the coaching cycle? Who initiated the coaching? | |
| <i>Ask</i> | <ul style="list-style-type: none"> What were the goals? How were the goals established? How was student data used to identify next steps? | |
| <i>Investigate</i> | <ul style="list-style-type: none"> What resources were consulted? Which resources were valuable? | |
| <i>Create</i> | <ul style="list-style-type: none"> What instructional plan was created? | |
| <i>Do</i> | <ul style="list-style-type: none"> What was your role in the classroom? How was student understanding assessed? | |

Part B: Planning a Coaching Cycle to Bridge Student Bottlenecks in Module 9.4

| Coaching Cycle Stage | Questions to Consider | Your Plan |
|----------------------|---|-----------|
| <i>Background</i> | <ul style="list-style-type: none"> • Who might participate? • When will this occur? • How will you initiate the coaching? | |
| <i>Ask</i> | <ul style="list-style-type: none"> • When could a planning session be held? • What data could be used to discuss student writing needs? • How might you collect evidence of student bottlenecks in Module 9.4 prior to this meeting? | |
| <i>Investigate</i> | <ul style="list-style-type: none"> • How could you engage teachers in discussing their previous efforts? • When could the group investigate related resources? • What might you do prior to this meeting? | |

| Coaching Cycle Stage | Questions to Consider | Your Plan |
|----------------------|--|-----------|
| <i>Create</i> | <ul style="list-style-type: none"> • When could the group meet to unpack Module 9.4? • What aspects of Module 9.4 need to be unpacked? • What are some potential instructional modifications for Module 9.4? | |
| <i>Do</i> | <ul style="list-style-type: none"> • How could you engage teachers in deciding your role in their classrooms? • How many classrooms should you work in? • What protocols could be used to formatively assess students in Module 9.4? • Who gets access to the student data collected during in-class coaching? | |

Part B: Planning a Coaching Cycle to Bridge Student Bottlenecks in Module 9.4

| Coaching Cycle Stage | Questions to Consider | Your Plan |
|----------------------|---|-----------|
| <i>Background</i> | <ul style="list-style-type: none"> • Who might participate? • When will this occur? • How will you initiate the coaching? | |
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| <i>Investigate</i> | <ul style="list-style-type: none"> • How could you engage teachers in discussing their previous efforts? • When could the group investigate related resources? • What might you do prior to this meeting? | |

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| <i>Do</i> | <ul style="list-style-type: none"> • How could you engage teachers in deciding your role in their classrooms? • How many classrooms should you work in? • What protocols could be used to formatively assess students in Module 9.4? • Who gets access to the student data collected during in-class coaching? | |

Focal Student(s): _____ Class: _____ Date: _____

Teacher: _____ Observer: _____

Eyes on Students Protocol¹

By the end of class, students will be able to _____.

| What Do You Notice About The Learning Of Focal Student(s)? | How Do You Account For This? | What Are Possible Instructional Responses? |
|--|------------------------------|--|
| | | |

¹ Wilder, P. (2013). *"I can only cognitively coach so much": heavy coaching efforts amidst disciplinary complexities in secondary school classrooms* (Doctoral dissertation, University of Illinois at Urbana-Champaign).