



Guiding the reflection

INSTRUCTIONS

The following two forms are designed to help coaches and their mentors remain focused on the four core elements of the Pennsylvania Institute for Instructional Coaching (PIIC) model.

<p style="text-align: center;">1</p> <p>Coaches work one-on-one with teachers and school leaders.</p>	<p style="text-align: center;">2</p> <p>Coaches collect and analyze data to assess student needs and measure student progress.</p>	<p style="text-align: center;">3</p> <p>Coaches advocate for evidence-based literacy instructional strategies.</p>	<p style="text-align: center;">4</p> <p>Coaches support reflective and non-evaluative practices.</p>
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- ✓ **COACHES.** Since these optional forms are for coach reflection and are not designed for evaluative use, coaches do not include the names of the teachers when completing the form. Coaches can complete the form in two ways: either one per teacher or a composite on a weekly basis, depending on their agreement with their mentors. The coach uses the reflection sheet to recognize where they are with the teachers, where they are going, and what they need to do to reach their goals. Since “reflection-on-action” is important to PIIC, they ask that all coaches take time each day to think about their practices and to reflect on their actions with teachers so that conscious decision-making occurs every day.
- ✓ **MENTORS.** Mentors use a similar form to document their work with the coaches. The mentors model with the coaches what the coaches need to do with their teachers, including discussing what’s on the reflection sheet using the BDA (before, during, and after) cycle of consultation, collaboration, collective problem solving, and confidentiality (see p. 1).

SOURCE: Pennsylvania Institute for Instructional Coaching, adapted with permission.

Coach reflection tool WEEKLY

COACH: _____

WEEK BEGINNING: _____

What evidence of implementation do you see in the following core elements?

<p>One-on-one support How did you provide one-on-one support to teachers? Describe your work with school administrators, departments, and PLCs. How did your mentor provide support to you?</p>	<p>Evidence-based literacy practices and research-based instructional techniques How did you support the use of evidence-based literacy practices and research-based instructional techniques with teachers?</p>
<p>Reflective and non-evaluative practice How did you reflect on your practices this week? How did teachers reflect with you?</p>	<p>Collecting and analyzing data to identify student needs, assess changes in instructional practice and measure student progress What types of data did you collect or analyze to support your efforts with teachers?</p>
<p>Steps for next week</p>	

SOURCE: Pennsylvania Institute for Instructional Coaching, adapted with permission.

Mentor reflection tool WEEKLY

MENTOR: _____

WEEK BEGINNING: _____

What evidence of implementation do you see in the following core elements?

<p>One-on-one support How did you provide one-on-one support to coaches? What one-on-one support did you see the coaches provide to teachers or administrators?</p>	<p>Evidence-based literacy practices and research-based instructional techniques What did you see and/or what was reported to you about coaches using evidence-based literacy practices and research-based instructional techniques with teachers?</p>
<p>Reflective and non-evaluative practice How did you reflect on your practices this week? How did the coaches reflect with you? What reflective practices did you see coaches implement with teachers, administrators, or self-reflection?</p>	<p>Collecting and analyzing data to identify student needs, assess changes in instructional practice and measure student progress What did you see or what was reported about coaches collecting, analyzing, and using data with teachers?</p>
<p>Other?</p>	<p>This week's challenges</p>
<p>Steps for next week</p>	

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