

Coaching cycle

Tool 7.1

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Purpose	Use this structure for coaching visits, which includes a full cycle of planning for instruction, observing instruction, and debriefing the coaching visit.	
Recommended time	90 minutes	
Materials	Tool 7.1 <ul style="list-style-type: none"> • Coaching Cycle Note-Taking Sheet, pages 2-3 • Observation and Feedback Process, page 4 	
Steps	1. The coach and teacher(s) make agreements about the work using the Coaching Cycle Note-Taking Sheet.	30 minutes
	2. The coach observes in the classroom.	30 minutes
	3. Using the Observation and Feedback Process (page 4), the coach and teacher have a two-part postobservation conversation.	30 minutes

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Coaching cycle note-taking sheet

Discuss coaching focus	
What do you hope students will learn as a result of our coaching work?	
What student work or data could help us decide on a focus that would make the most impact with students?	
Make agreements about the strategies for coaching and collaboration	
How would you like to interact during our time in the classroom?	
We will need 30 minutes for a planning session before we start every observation. What works for you?	
What will be the specific dates of our coaching cycle (Including planning)?	
What area(s) do you want to work on? How shall I collect data in the classroom?	
How would you like to communicate throughout this cycle? What are your communication needs (i.e. face to face or coaching notes)?	

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Reflect on student learning	
What will students learn as a result of the coaching cycle?	
How will we know? What will be our evidence of learning?	
Reflect on teacher learning	
What new learnings will you take away from this coaching cycle?	
About students?	
About instruction?	
About yourself as a teacher?	
Reflect on the coaching process	
How has this coaching process supported your learning?	
How has this coaching process supported your own thinking?	

Source: Adapted from template used at North Star Elementary School, Adams 12 Five Star Schools, Denver, Colorado.

Coaching cycle, continued

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Observation and feedback process

Planning conversation	Observation (Teaching)	Reflection conversation Part 1: Analyze and assess	Reflection conversation Part 2: Apply learnings
<ul style="list-style-type: none"> • Clarify goals. • Describe teaching strategies. • Determine assessment measures and techniques. • Clarify coach's role. 	<ul style="list-style-type: none"> • Gather data about students and teacher. 	<ul style="list-style-type: none"> • Recall data collected. • Compare what actually happened with what was desired. • Make inferences about student learning and teacher behavior. • Draw cause-and-effect relationships. 	<ul style="list-style-type: none"> • Discuss alternative teaching choices. • Develop insight. • Give feedback about what was learned about teaching and process of coaching.