

CSI School Improvement Institute

Session 2: Components of Effective Coaching Cycles & Feedback

October 18, 2023

Objectives:

- **Define** the core components of an effective coaching cycle
- **Practice** using the Core Rubric to take low-inference notes and identify strengths and growth areas
- **Synthesize** observation data to identify the highest-impact lever for coaching and support
- **Practice** writing specific, actionable feedback for teacher development

Agenda:

Approximate Time	Agenda Item (click to jump to notecatcher)
9:00-9:15 am	Opening
9:15-9:30 am	Effective Coaching Cycles
9:30 - 9:50 am	Laying a Foundation for Coaching
9:50-10:00 am	Break
10:00- 10:50 am	Laying a Foundation for Coaching
10:50-11:00 am	Break
11:00-11:20 am	Identifying the Highest-Impact Lever
11:20-11:45	Crafting Strong Action Steps
11:45-12:00 pm	Applying to Your Work

Pre-Work:

None

Opening
<p>Important Links: Sign In Form Google Classroom (code: tmtzeyr)</p> <hr/> <p>Notes:</p> <ul style="list-style-type: none"> ●

Effective Coaching Cycles
<p>Important Links:</p> <hr/> <p>Notes:</p> <ul style="list-style-type: none"> ●

Breakout Room Discussion

- How is this approach to coaching cycles familiar or different than how you may have structured or experienced coaching in the past?
- What are the potential strengths to structuring coaching cycles in this way?

Laying a Foundation for Coaching

Important Links: [TNTP Core Teaching Rubric](#) | [Observation Notes + Rubric Template](#) | [8th ELA Obs Ratings Form](#)

Notes:

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Stop and Jot

- How can low-inference note-taking be a tool for more rigorous debrief conversations?
- How might low-inference note-taking be a tool for building and reinforcing our lens for equity?

Prep: Review Lesson Plan & Target Standard(s)

- **Standard:** RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- **Text:** *Of Mice and Men* by John Steinbeck
 - Lexile: 630L (2nd-3rd grade)
 - Qualitatively complex
 - Appropriate for 8th grade (generally recommended for 9th grade)
- **Teacher's lesson plan:**

Purpose

- Annotation promotes engagement and deepens understanding

Model

(Whole Group)

- Of Mice and Men
- Literary Elements, Connections, and Vocabulary (Context Clues)

Partial Release

(Whole Group)

- Turn and Talk
 - Share points of annotation

Full Release

(Whole Group/Small Group)

- Monitor for Understanding

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Observe: Take Low-Inference Notes

1. [Make a copy of this template](#) to take notes and capture your ratings for each indicator.
2. After observing and processing, [submit your ratings here](#).

Breakout Room Discussion

- Share your reflections on Mr. C’s lesson. What were strengths and areas of growth you observed? Refer to the 4 domains.
- What’s the student level outcome you want to see in Mr. C’s class?

Identifying the Highest-Impact Lever

Important Links:

Notes:

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Step 1: Which of the 4 domains are you prioritizing for Mr. C?

Culture of Learning	Essential Content	Student Ownership	Demonstration of Learning
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Step 2: Which indicator are you focusing on? Copy the language from the “YES” column below:

Indicator	
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Step 3: Which core teacher skill are you focusing on? Copy the language below:

Core Teacher Skill	
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Stop and Jot:

As Mr. C’s coach, what goal would you want to set with him to get to the student-level outcome you named earlier?

Crafting Strong Action Steps

Important Links: [Padlet](#)

Notes:

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Action Step: Practice

Too High	Still Too High	Better
Increase Student Ownership by giving students more opportunities to express their ideas.	Include a few more turn and talks during the lesson.	

Independent Work Time

Write an action step for Mr. C. Once drafted, post it to the [Padlet](#) also linked above.

Breakout Rooms

- Take turns sharing the action step you drafted. Give each other quick feedback on your action steps.
- Record the feedback you received to edit and make it even stronger!

Applying to Your Work

Important Links: [Exit Survey](#)

Notes:

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Independent Work Time

1. Identify which classrooms (minimum 3) you want to observe. Consider:
 - Who will be most receptive to observations & coaching?
 - Which content area/grade level am I most comfortable with?
 - Which content area/grade level needs the most support based on student data?
2. Open up your calendar/schedule and carve out time for:
 - Communicating the purpose of your observations to teachers (via email, during a PLC, 1:1 check-ins, etc.)
 - Observing at least 3 classrooms for a minimum of 30 minutes
 - Submitting your ratings & feedback for each observation
 - Reflecting on the experience of this practice:
 - What was challenging for you? What was easier for you?
 - How did your teachers respond? What might that suggest about the climate around coaching at your school?