Coaching Classroom Teachers
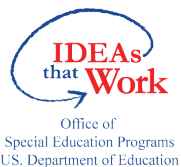
LOOK	THINK	ACT

Data Considerations for All:

▶ Time dedicated to coaching

▶ Coaching case-load (e.g., number of teachers being coached)

▶ Areas of focus for coaching (e.g., Pyramid-only, other curricula areas)

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Look at how many complete coaching cycles are delivered by each coach. Identify how many complete coaching cycles each teacher received. Look at the number of attempted and completed coaching cylcles.	Is the delivery of coaching cycles by coaches meeting the expected target? Are all teachers receiving the targeted number of coaching cycles? Are there differences between attempted cycles and completed cycles (i.e. higher number of attempted cycles when compared to completed cycles)? Are coaches reporting resistance from teachers? Are there differences across teachers or are they limited to a few teachers?	Identify and address reasons coaches are not meeting expected coaching cycle delivery targets and/or teachers are not receiving the targeted number of cycles. Consider: ▶ coaching loads ▶ time/resources ▶ teacher/coach attendance ▶ classroom/program schedules Develop a plan for expanding coaching reach. Refer to Leadership Team Guide to Implementing Practice-Based Coaching within the Pyramid Model for considerations of coaching assignments, format and delivery options. Revise procedures used to prepare teachers for coaching. Use handouts, on-line resources, teacher-coaching agreements, etc.
Look at the average duration of coaching observation and durations across teachers for each coach. Examine the average duration of coaching observation and durations for each teacher.	Are the average durations of coaching observation and debriefing meetings appropriate? ▶ Are teachers who spend more time with their coach making higher gains based on TPOT scores? ▶ Are teachers with more concerns on their TPOT scores (red flags) spending more time in coaching? Are their difference between teachers in duration of coaching observation and debriefing that are a concern?	Dig deeper into the data by comparing TPOT scores and average duration of coaching cycle. Determine if a goal to increase or decrease coach durations is appropriate.

Look	Think	Act
What do we see?	**What are the data showing?** **What influences these data?**	**Consider these actions**
Look at the patterns of strategy used and activities across observation sessions.	What strategies are being used during observations? What strategies are not being used?	Provide coaches with additional support tools, or training for using other strategies. Allow time for coaches to network with other coaches.
Look at the patterns of strategy use and activities across debriefing sessions.	What strategies are being used during debriefing? What strategies are not being used?	Provide coaches with additional support tools, or training for using other strategies. Allow time for coaches to network with other coaches.
Identify the number of action plan goals each individual teacher is working on. Look at the percentage of action plan goals completed.	Are there differences among teachers with regards to completion of action plan goals? Do certain teachers have too few/too many action plan goals?	Partner with coaches to identify teachers who might need additional support to efficiently meet action plan goals.