

Five Steps for Differentiating Coaching

| Step 1 | Determine the Stage of Concern/ attitude/ aptitude of the teacher | <ul style="list-style-type: none"> — Refocusing — Collaboration — Consequence — Management — Personal — Informational — Awareness | | | | | | | | | | | | | | |
|--|--|---|--------------------------|--|--|--------|--|--|---|---|--|----------------------------|-------------------------------|---|---|--|
| Step 2 | Design an Individual Coaching Plan | <table border="1" data-bbox="743 621 1094 1031"> <thead> <tr> <th colspan="2">Individual Coaching Plan</th> </tr> </thead> <tbody> <tr> <td>1 Determine whether you need more information/data on the teacher:</td> <td>Yes No</td> </tr> <tr> <td>2 If you answered YES in Step 1, then gather more data or "touch" the data you have already to determine what the teacher's needs:</td> <td> What information do I need? <ul style="list-style-type: none"> — Observation data — Student achievement data — Conversation with the teacher — Conversation with the principal Other data I should review: </td> </tr> <tr> <td>3 Go back to the continuum of skills to determine the "deepest" need:</td> <td>The teacher's deepest skill/support need is (refer to Teaching Skills Continuum):</td> </tr> <tr> <td>4 Brainstorm the underpinning teaching skills that support the focus skill/deepest need:</td> <td> 1. 2. 3. 4. 5. </td> </tr> <tr> <td>5 Determine a starting skill:</td> <td>I will suggest to the teacher that we begin coaching with this skill:</td> </tr> <tr> <td colspan="2">6 Begin Phase 1 of Coaching/My thoughts on the pre-conference and how I will approach it:</td> </tr> </tbody> </table> | Individual Coaching Plan | | 1 Determine whether you need more information/data on the teacher: | Yes No | 2 If you answered YES in Step 1, then gather more data or "touch" the data you have already to determine what the teacher's needs: | What information do I need? <ul style="list-style-type: none"> — Observation data — Student achievement data — Conversation with the teacher — Conversation with the principal Other data I should review: | 3 Go back to the continuum of skills to determine the "deepest" need: | The teacher's deepest skill/support need is (refer to Teaching Skills Continuum): | 4 Brainstorm the underpinning teaching skills that support the focus skill/deepest need: | 1. 2. 3. 4. 5. | 5 Determine a starting skill: | I will suggest to the teacher that we begin coaching with this skill: | 6 Begin Phase 1 of Coaching/My thoughts on the pre-conference and how I will approach it: | |
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| Step 3 | Choose the Style of Coaching | <ul style="list-style-type: none"> — Observation — Demonstration — Side-by-Side — Co-Observation — Shadow Coaching | | | | | | | | | | | | | | |
| Step 4 | Choose the Note-taking Technique | | | | | | | | | | | | | | | |
| Step 5 | Design the next Individual Coaching Plan | <p>Based upon the last coaching cycle, I know/have evidence that I can make the following adjustments for our next coaching interaction:</p> <p>Stage of Concern:</p> <p>Individual Coaching Plan:</p> <p>Style of Coaching:</p> <p>Note-Taking Technique:</p> | | | | | | | | | | | | | | |