Coaching Manual/Checklist

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1. Establish a purpose
    a. What is the purpose?
        i. 1st visit
        ii. Model lessons
        iii. Co-teach lessons – roles should be clearly defined
        iv. Observation

        Note: Debriefing should occur at the end of each visit

    b. If it is the 1st visit…
        i. Schedule meeting with the principal or admin overseeing program
        ii. Establish expectations and reporting procedures
        iii. Make sure technology is up and running
        iv. Meet with the teacher prior to the visit to gather information – topics being taught, needs, expectations, etc. This can be accomplished through email, phone call, WebEx, or face-to-face
        v. Prepare lesson to be modeled
        1. If spending the whole day with the teacher and the lesson can be used more than once, the lesson should be modeled first, co-taught, and then observed. Feedback and debriefing should occur at the end of each.
        vi. Debriefing should occur at the end of the period/day and should be a conversation between the teacher and the coach about what was accomplished and what still needs to happen
        vii. Prepare report to be shared with the teacher and admin

        Note: It is important to only showcase a few tech features at each visit. This will keep the teacher from being overwhelmed and will give the teacher the time to practice between visits before adding something else.

2. Set measurable goals (objectives) for the visit – What specifically will be accomplished?

3. What was the outcome of the visit? What actually happened? If there was a deviation from the original plan, why?

4. Plan for the next visit?
    a. What needs to happen next?
    b. Set specific goals for the teacher to use between visits. Example: The teacher will use learn checks for daily warm-ups.
    c. Set protocol for follow-up between visits
        i. WebEx
        ii. Phone call

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iii. Email
iv. How often the follow-ups between visits will depend on how much time there is between visits.

Note: Teachers should begin with pre-made lessons and materials first before developing their own. This will keep them from being overwhelmed.

Changing Visit Purposes over the Time of the Coaching Program

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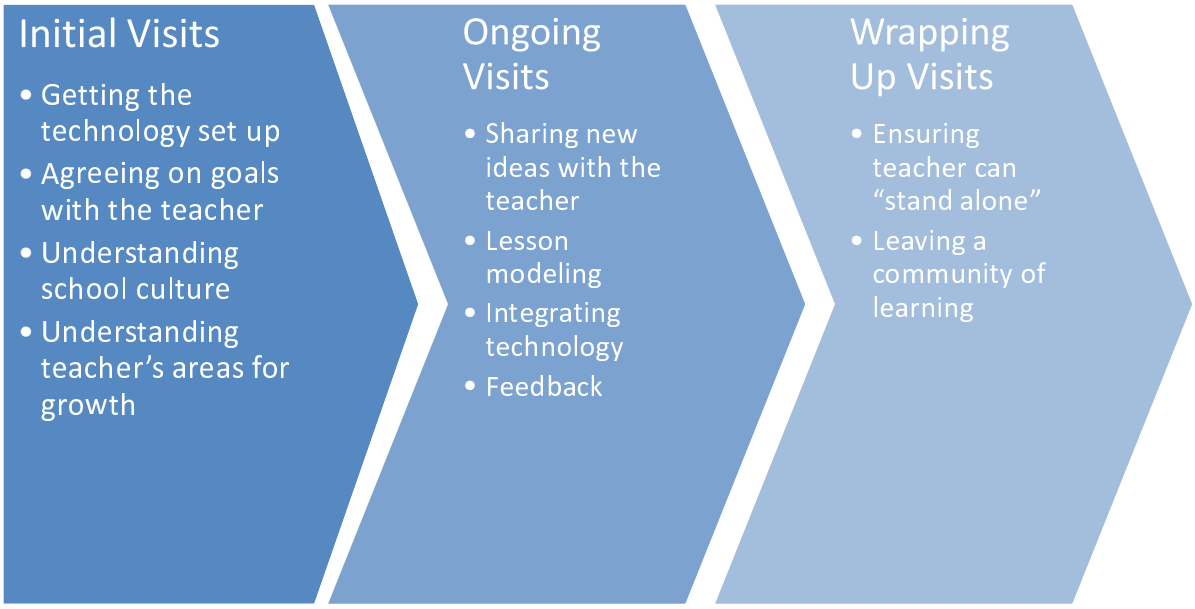

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Suggested Reading for Coaching

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- Allen, R. (2007). *Train Smart: Effective Trainings Every Time*. Thousand Oaks, CA: Corwin Press.
- Barkley, S.G. (2005). *Quality Teaching in a Culture of Coaching*. Lanham, Maryland: The Rowman and Littlefield Publishing Group, Inc.
- Jensen, E. (1998). *Sizzle and Substance: Presenting with the Brain in Mind*. San Diego, CA: The Brain Store.
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- Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Insturction.* Thousands Oaks, CA: Corwin Press
- Marzano, R., Pickering, D., Pollock, J. (2001). *Classroom Instruction that Works.* Alexandria, VA: ASCD.
- Marzano, R., Pickering, D. (2005). *Building Academic Vocabulary.* Alexandria, VA: ASCD.
- Pollock, J.E. (2007). *Improving Student Learning: One Teacher at a Time.* Alexandria, VA: ASCD.
- Sousa, D.A. (2008). *How the Brain Learns Mathematics*. Thousand Oaks, CA: Corwin Press. (Note: He is the T3 IC 2012 Keynote!)
- West & Staub. *Content-Focused Coaching.*
- Wolfe, P. (2001). *Brain Matters: Translating Research into Classroom Practice.* Alexandria, VA: ASCD.

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