



Instructional Coaching Cycle Guideline

“The Integrated Approach”

The following template provides an outline to inform the coaching cycle. Teachers and coaches are encouraged to engage in every aspect to support classroom application of research-based instructional practices. The initial meeting with the coach should be an in-person conversation.

1



2



3



4

Learning & Teaching Cycle
(HIGHLY RECOMMENDED)

Meet with the Teacher
(HIGHLY RECOMMENDED)

Class Visit
(REQUIRED)

Coaching Feedback
(REQUIRED)



Meet to discuss the teacher's goal. Based on teacher's data, what is something he/she wants to improve, try, or work on?

The coach will observe based on the goal discussed and chosen with the teacher.

Consider using a data collection tool.

**This is not an evaluation!*

Debrief, plan, and practice: Meet to debrief from the observation, plan out the next steps, and practice to help the teacher reach his/her goal.

DATA COLLECTION
The teacher engages in the assessment-instructional cycle to collect data. The coach may also collect data from observations, assessments, etc.

DATA REVIEW & SET GOALS
The teacher provides current data and performance from students that align with research based practices.

OBSERVATION
The coach visits the teachers' classroom, observing based on the pre-conference goal. The coach takes notes using a data collection tool.

COACHING CYCLE
The coach prepares feedback before the coaching session and engages in the **SEE IT NAME IT DO IT** coaching cycle.

Coaching Cycle Guideline

“The Integrated Approach”

1

Learning & Teaching Cycle: The educator engages in the Learning & Teaching cycle to inform instructional decisions by collecting data, analyzing data, interpreting data, and creating a plan to determine the next steps for their class.

Teacher Practice

The educator identifies the method of instructional delivery for the lesson. The practice can be done in small groups whole groups, one on one, etc.

-RLA - Gradual Release of Responsibility (I do, We do, You do)

-Math, Science, Social Studies - 5 E Model & Gradual Release Model

Student-Centered Practice

The coach partners with the teacher to use the Assessment-Instructional Cycle to make responsive instructional decisions to support students' needs with Tier 1, Tier 2, and Tier 3. The goal is to be purposeful in measuring the impact of the lesson on students in various subpopulations and with a variety of instructional needs and abilities.

2

Meet with the Teacher & Set Goals

Data Review: The teacher provides current data, observations, anecdotal notes, and performances from students' skills. The following guiding questions are examples and are not limited to guiding questions and considerations.

Guiding Questions and Considerations:

1. Based on your data, which skill shows potential area/s of focus?
2. Which best practices or instructional strategies are recommended for the skill to be taught? How is this skill taught best?
3. Schedule the observation date and time.

3

Class Visit: The instructional coach observes the teacher during the instructional time that focuses on the goal the teacher and coach set during the initial Meet with the Teacher goal setting meeting.

During the visit: The instructional coach takes notes using a data collection tool to gather evidence for the feedback meeting.

Examples of Data Collection Tools:

- Anecdotal Notes, Tally Marks Chart/Document when observing repetitive behavior
- [NCISD Instructional Coaching Resources & Classroom Observation Tools](#)
- [Effective Instruction Walkthrough \(Explicit/Systematic Instruction\)](#)
- [Explicit Instruction, Decoding, Encoding, and Word Work](#),
- [Walk-Through Form for Using Connected Texts](#)
- [22-23 TRA Admin Pathway Documents](#) - Search the folder for "Walkthrough" and you will find many more!

4

Coaching Feedback: The coach should prepare the feedback before the coaching session. The coach uses the **“See it, Name it, Do it” protocol** to debrief the coaching session.

- **SEE IT:** See the Success, Narrow the Focus, Prompt the Teacher, See the Model, See the Gap
- **NAME IT:** Name the Action Steps, Stamp It
- **DO IT:** Plan before Practice, Practice, Follow-Up