**Coaching Planner**

Use your Coaching Tracker to complete the coaching planner.

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| **DATA DIVE** |
| 1. What percentage of teachers have less than 80% of students below benchmark in reading?
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| 1. What percentage of teachers have less than 80% of students below benchmark in math?
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| 1. What percentage of teachers have less than 80% of students below benchmark in both reading and math?
 |  |
| 1. Is there a gap between what is expected and how teachers are performing in reading and math?
 |
| 1. Is the gap faculty wide? A specific grade level? Small group of teachers?
 |
| 1. Is there a relationship between teacher performance and phase of change? Describe.
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| 1. How much time are you spending with teachers who have the lowest achievement compared to teachers with the highest achievement?
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| 1. Is there a relationship between teacher performance and coaching phase?
 |
| 1. Is there a pattern to the feedback that you are offering as a coach?
 |
| 1. Identify your 3 ***highest*** performing teachers. Estimate how many times have you been in their classrooms this year. What do you think is the root cause of their successful?
 |
| 1. Identify your 3 ***lowest*** performing teachers. Estimate how many times have you been in their classrooms this year. What do you think is the root cause of their limited success?
 |
| 1. What is the difference between the highest and lowest performing teachers?
 |
| **PROBLEM SOLVING—WHOLE GROUP** |
| Using school priorities, performance data, coaching targets, and the data dive apply the problem solving process to identify coaching supports (e.g. professional development) that ***ALL*** teachers need. |
| **What support is needed?*** What is relevant and alterable?
* What is most critical?
 |  |
| **Why?** * What is your rationale for this being the most critical?
* What are the possible different theories of action?
 |  |
| **How will you provide this support?*** What are the predictable failures?
* How will you prevent failures?
* What resources will you need?
 |  |
| **How will you know if you were successful?*** How will you solicit feedback?
* How will you follow-up to determine if teachers are implementing?
 |  |
| **PROBLEM SOLVING—SMALL GROUP** |
| Using school priorities, performance data, coaching targets, and the data dive apply the problem solving process to identify coaching supports (e.g. professional development and coaching) that ***SOME*** teachers need. |
| **SMALL GROUPS:** |
| **What support is needed?*** What is relevant and alterable?
* What is most critical?
 |  |
| **Why?** * What is your rationale for this being the most critical?
* What are the possible different theories of action?
 |  |
| **How will you provide this support?*** What are the predictable failures?
* How will you prevent failures?
* What resources will you need?
 |  |
| **How will you know if you were successful?*** How will you solicit feedback?
* How will you follow-up to determine if teachers are implementing?
 |  |
| **PROBLEM SOLVING—SMALL GROUP** |
| Using school priorities, performance data, coaching targets, and the data dive apply the problem solving process to identify coaching supports (e.g. professional development and coaching) that ***SOME*** teachers need. |
| **SMALL GROUPS:** |
| **What support is needed?*** What is relevant and alterable?
* What is most critical?
 |  |
| **Why?** * What is your rationale for this being the most critical?
* What are the possible different theories of action?
 |  |
| **How will you provide this support?*** What are the predictable failures?
* How will you prevent failures?
* What resources will you need?
 |  |
| **How will you know if you were successful?*** How will you solicit feedback?
* How will you follow-up to determine if teachers are implementing?
 |  |
| **PROBLEM SOLVING—INDIVIDUAL** |
| Using school priorities, performance data, coaching targets, and the data dive apply the problem solving process to identify coaching supports (e.g. professional development) that ***FEW*** teachers need. |
| **What support is needed?*** What is relevant and alterable?
* What is most critical?
 |  |  |  |
| **Why?** * What is your rationale for this being the most critical?
* What are the possible different theories of action?
 |  |  |  |
| **How will you provide this support?*** What are the predictable failures?
* How will you prevent failures?
* What resources will you need?
 |  |  |  |
| **How will you know if you were successful?*** How will you solicit feedback?
* How will you follow-up to determine if teachers are implementing?
 |  |  |  |

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| **PROBLEM SOLVING—INDIVIDUAL** |
| Using school priorities, performance data, coaching targets, and the data dive apply the problem solving process to identify coaching supports (e.g. professional development) that ***FEW*** teachers need. |
| **What support is needed?*** What is relevant and alterable?
* What is most critical?
 |  |  |  |
| **Why?** * What is your rationale for this being the most critical?
* What are the possible different theories of action?
 |  |  |  |
| **How will you provide this support?*** What are the predictable failures?
* How will you prevent failures?
* What resources will you need?
 |  |  |  |
| **How will you know if you were successful?*** How will you solicit feedback?
* How will you follow-up to determine if teachers are implementing?
 |  |  |  |

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| **ACTION PLANNING** |
| Where will you begin? |
| What preparation is required? |
| How will you communicate your efforts with your principal? |
| How will you maintain a happiness advantage (Achor) while employing the coaching leadership tactics (Knight)? |
| How will you solicit feedback from your teachers, principal, coaching colleagues, supervisor? |
| Use the attached calendar to map out your “instruction” for the next month. |