



THE PHALEN LEADERSHIP ACADEMIES

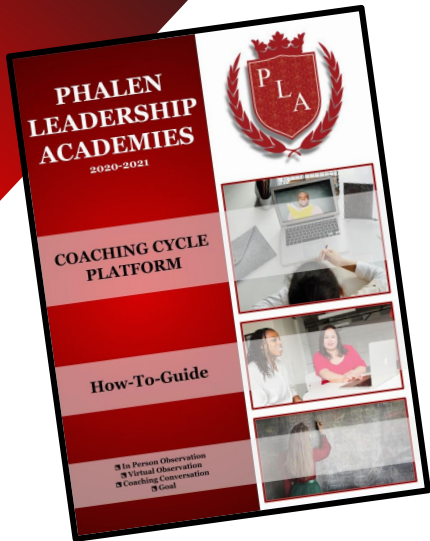
COACHING CYCLE

GOAL



Leaders will be introduced to the
PLA Coaching Cycle.

We will explore the Coaching Cycle process,
which guides quality discussions, regular
effective feedback and feed forward that
enhances teacher practice and student
achievement.





ANTICIPATION GUIDE

DIRECTIONS: USING THE AGREE OR DISAGREE SIGNS, HOLD UP YOUR RESPONSE FOR THE FOLLOWING STATEMENTS:

1

There are three foundational skills of instructional coaching.

2

Coaching is important to the success of scholars only.

3

72 hours is an appropriate amount of time after the observation to provide feedback and/or ratings.

4

Coaching cycle class visits should take between 10 - 15 minutes.

5

Leaders record coaching cycle observation ratings and feedback/feed forward conversations on a sticky note.

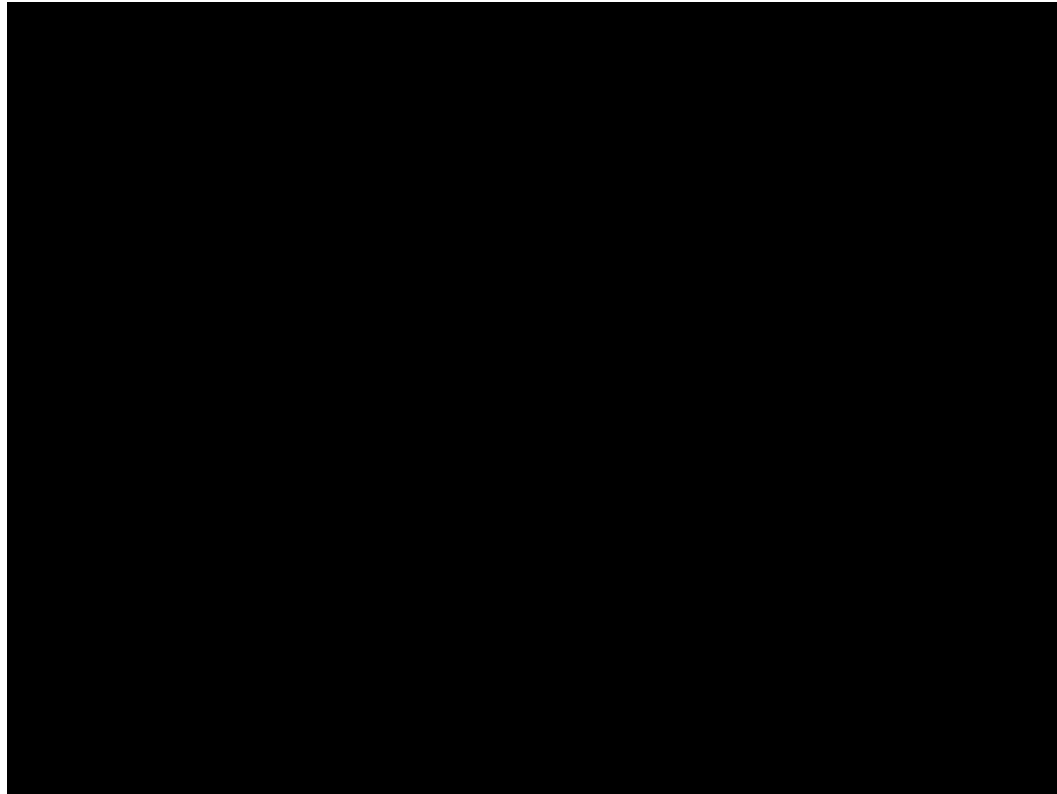


PLA COACHING CYCLE

**Instructional Coach &
Teacher**

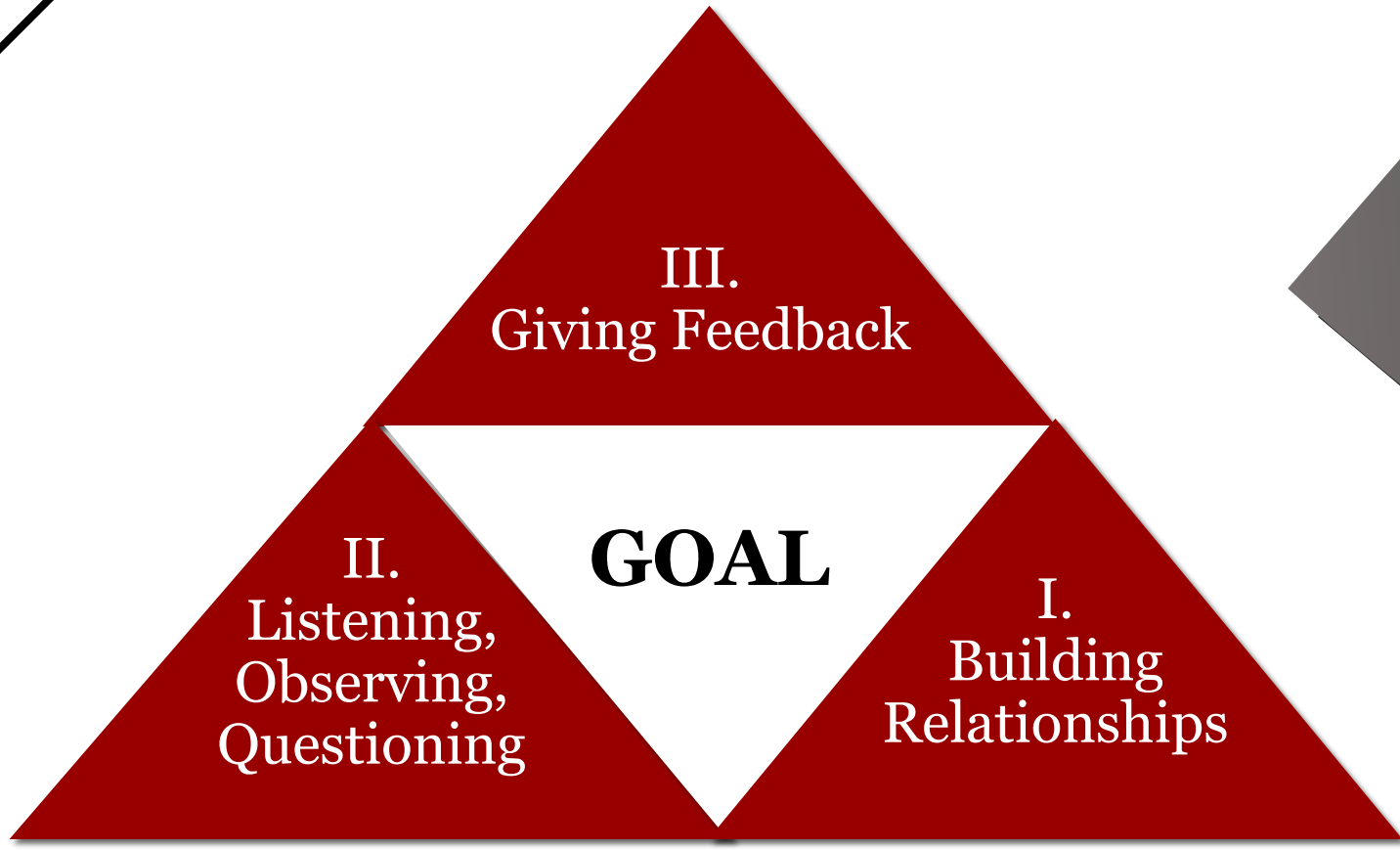
Listening Activity:

What are the
foundational (i.e. key)
skills of coaching?





FOUNDATIONAL SKILLS OF COACHING





WHAT IS THE PLA COACHING CYCLE?



The PLA Coaching Cycle is an online platform. Provides network and school level leaders the ability to (1) identify strengths and (2) opportunities for growth professionally and holistically for the school.

- *Teachers receive observation feedback/feed forward in a timely manner according to best practice research for coaching.*
- *The goal is to coach teachers and to provide scholars with high quality instruction and academic experiences.*



PLA Coaching Cycle Platform

Our Belief

We believe we must get in front of our teachers before they get in front of our scholars.

Tip

PLA Coaching Cycle Mindset

If the principal observed every teacher in his or her school for 15 minutes every week, s(he) would be among the most diligent school leaders in the county. Yet, even at this breakneck pace, s(he) would only see **1 percent** of the week's learning and teaching time. We must divide and conquer. Our instructional leaders and coaches in the building should **ALL** be a part of facilitating the coaching cycle.

1%

of learning



The **PLA Coaching Cycle** is an online platform that allows leaders at both the network level and the school level to identify strengths and opportunities for improvement, both holistically for the school and individually for the teachers. Teachers immediately receive their observation feedback through email following the observation. The very sophisticated analytics provide leaders with feedback to ensure we are coaching up our teachers or coaching out ineffective teachers to ensure we provide our scholars with the high-quality seats they all deserve.



PLA COACHING CYCLE



- ▣ **STEP#1: Observation**
 - *Conduct a 10-12 minute intentional observation to look for evidence of effective practice.*

PLA Coaching Cycle Platform

The **PLA Coaching Cycle** platform includes 10 domains or focused areas of observations based on Charlotte Danielson's framework. The ten domains included are:



Domain 1: Culture and Behavior Management



Domain 2: SEL Teaching Practices



Domain 3: Classroom Management and Environment



Domain 4: Scholar Engagement



Domain 5: Effective Lesson Components



Domain 6: Level 1 Instructional Execution



Domain 7: Level 2 Instructional Execution



Domain 8: Guided Reading



Domain 9: Close Reading



Domain 10: Reading Advantage

80 Indicators for Success



8 indicators for each domain

10 Domains

The PLA Coaching Cycle platform provides a very quick and efficient 10-12 minute observation for each domain and immediate feedback.

PLA Coaching Cycle Platform

Each domain has a performance level descriptor rubric to assist in the observation cycles to help your leaders calibrate during the process.

<p>Domain #1: Culture and Behavior Management</p>				
Indicator 1.1	<p>Highly Effective</p> <p>4 Points</p>	<p>Effective</p> <p>3 Points</p>	<p>Improvement Necessary</p> <p>2 Points</p>	<p>Requires Action</p> <p>1 Point</p>
Lesson Pacing	<p>Lesson progresses at an appropriate pace so that scholars are never disengaged with inattentive or disruptive behavior. Scholars contribute without prompting to the seamless operations of the classroom, maintaining an appropriate pace.</p> <p><i>>90-100% of scholars are engaged with the lesson</i></p>	<p>Lesson progresses at an appropriate pace so that scholars are rarely disengaged with inattentive or disruptive behavior.</p> <p><i>>70-90% of scholars are engaged with the lesson</i></p>	<p>The lesson is partially successful as the lesson is sometimes interrupted by inattentive or disruptive behavior.</p> <p><i>>50-70% of scholars are engaged with the lesson</i></p>	<p>Much instructional time is lost, and lesson is frequently interrupted by inattentive or disruptive behavior.</p> <p><i>50% or less of scholars are engaged with the lesson</i></p>
Critical Attributes	<p>Teacher:</p> <ul style="list-style-type: none"> Provides adequate amount of think time Paces lesson to build interest and curiosity in scholars Adjusts pace to accommodate for prerequisite skills and knowledge 		<p>Scholars:</p> <ul style="list-style-type: none"> Actively work on materials and activities Demonstrate authentic engagement Maintain an overall interest in the content of the lesson 	
Indicator 1.2	<p>Highly Effective</p>	<p>Effective</p>	<p>Improvement Necessary</p>	<p>Requires Action</p>
Student Engagement	<p>Instructional time is always preserved, and scholars are engaged in meaningful work during wait time (i.e. taking attendance). Teacher has a fluid system in place</p>	<p>Scholars are engaged in meaningful work during wait time (i.e. taking attendance) because clear procedures are in place.</p>	<p>Scholars are sometimes engaged in meaningful work during wait time (i.e. taking attendance).</p>	<p>Scholars are rarely engaged in meaningful work during wait time (i.e. taking attendance) because of inefficient classroom procedures.</p>

Start with your leadership team first!

Practice, Practice, Practice!!



PLA COACHING CYCLE

▣ **STEP#2:** Lead an effective coaching conversation.

● **Relationship Building:**

- *Side by Side Coaching*
- *Positive feedback*
- *Lab-site coaching*
- *Goal-setting*
- *Teacher Driven next steps*
- *Video Coaching*

Prepare

Brainstorming & Planning
Teacher and technology coach meet to discuss a lesson. Teacher will bring the content, and the two will brainstorm ideas for most effective use of technology. Can be in person, email, or Hangout.

The goal of the coaching cycle is for teachers to learn new practices and skills to use independently in the future. It is not to have the coach come in every time a teacher is using the same application.

Execute

Training & co-teaching
Coach provides training on a new tool or method. Teacher and coach deliver lesson. Teacher is responsible for curriculum while coach assists with technology. Both are actively engaged.

Analyze

Reflecting & Advising
Coach and teacher meet informally or formally to check in about the lesson, tools, or skill. During this meeting, teacher and coach can generate ideas or changes for the future or next iteration.



PLA COACHING CYCLE

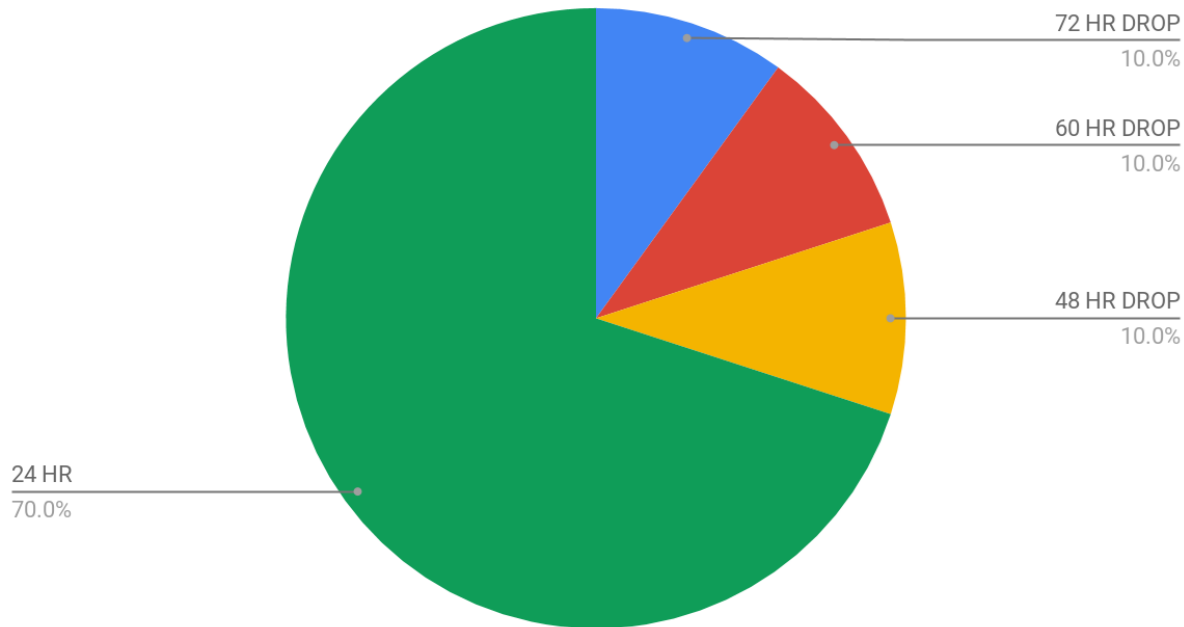
Key Qualities of Effective Feedback:

- Push teachers to reflect on their practice
- Put the thinking on the teacher
- Be specific and aligned: clearly share what should stop, start and continue, but avoid naming everything observed.



PLA COACHING CYCLE

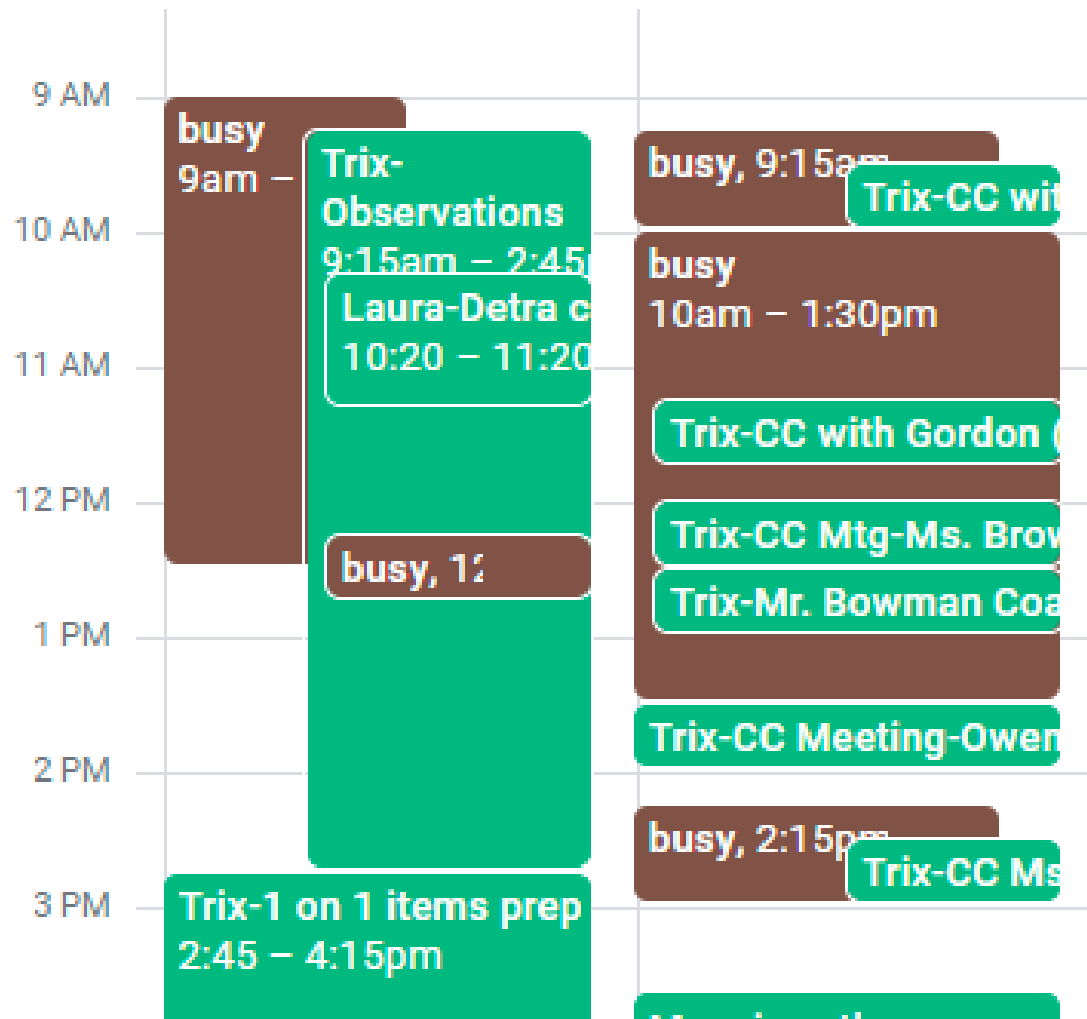
FEEDBACK IMPLEMENTATION



There is a **70% Implementation rate** when feedback is provided within **24 hours** of the initial observation.

Timely feedback is significantly impacts implementation and **drops 10% each day.**

Scheduling:
Organize your
calendar to
block out the
time for
observations
and coaching
meetings.





PLA COACHING CYCLE




▣ **STEP#3:** Provide positive feedback and create bit-size goal for change, timeframe for implementation and plan for monitoring and review. Both the teacher and coach are partners and accountable.



Coaching Conversation Recording Template

Teacher: _____ Coach: _____

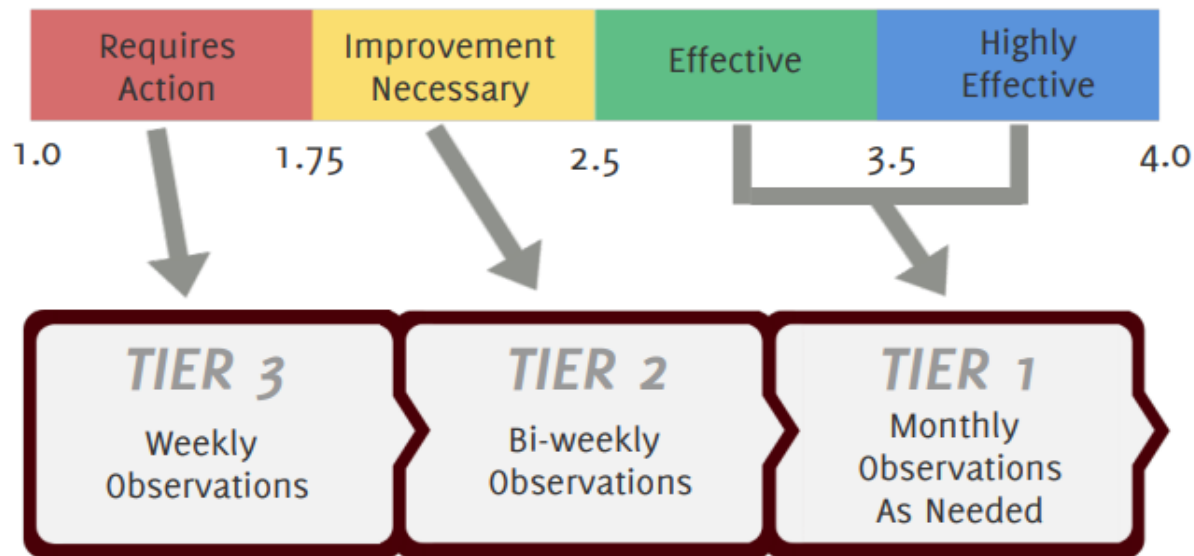
Observation date & time	Coaching conversation date & time	<u>Positive</u> from the observation	Clear single, bite-sized <u>goal</u>	<u>Implementation</u> timeline with follow-up date & time (within next 1-2 weeks) 

WHO do we
observe and
How often do
We Observe?



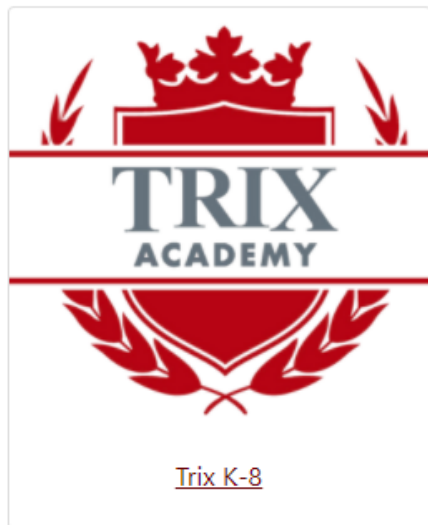
COACHING CYCLE TIER IDENTIFICATION

A teacher's comprehensive score for each indicator can be translated to the following rating scale to determine next steps. Borderline points do not round up.



Teachers can be fluid between the tiers. For example, a teacher could be in Tier 1 for Classroom Culture and Management but move to tier 2 for Scholar Engagement. We should support teachers where they are and develop the whole teacher over the course of the year. Each year, teachers start the coaching cycle process over, beginning with the first domain, because each year's class presents its own unique challenges.

<1.76, 1.76-2.49, >2.49		Virtual Domain One														
		1st Observation					2nd Observation					3rd Observation				
Teacher	Grade Level	Observer	Score	Tier I	Tier II	Tier III	Observer	Score	Tier I	Tier II	Tier III	Observer	Score	Tier I	Tier II	Tier III
		Coleman	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Orpe	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
		Coleman	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hayes	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Coleman	1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Orpe	2.83	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Orpe	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Orpe	2.2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Coleman	1.6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Green	2.43	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Orpe	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Coleman	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Coleman	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Orpe	2.6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Green	3.3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Culture and Behavior Management

1.1 Lesson progresses at an appropriate pace so that scholars are rarely disengaged with inattentive or disruptive behavior.



Score

Percent

Not Observed/Not an Appropriate Time	0%
Requires Action	50%
Improvement Necessary	50%
Effective	0%
Highly Effective	0%

Average Score:
2.31

► Teachers

If you have

- > 10 teachers; 1 per square
- > 20 teachers; 2 per square
- > 30 teachers; 3 per square

9 Square Talent Review

Potential:
What is this person's ability to grow, learn, and improve in current and future roles?

strong
 Adequate
 Weak

<p>COACHABLE: Weak performance, exceptional rate of growth</p> <p>WEAK: Performance, improving moderately</p>	<p>FUTURE STAR: Adequate Performance, yet exceptional rate of growth</p>	<p>IRREPLACEABLE: Exceptional Performance with strong future potential</p>	
	<p>ADEQUATE performance improving moderately</p>	<p>CURRENT STAR: Exceptional Performance, improving moderately</p>	
	<p>UP OR OUT: Weak performer, little to no improvement</p>	<p>EXCEPTIONAL Performance, little to no improvement or potential for promotion</p>	
	Weak	Adequate	Strong

Green: A players
 Yellow: Solid B's
 Red: C players
 Lt. Blue: Exit

Do You Know
 People?
 Some of you
 will shine with
 potential and
 shine with
 perform



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There are three foundational skills of instructional coaching.
(True)

2

Coaching is important to the success of scholars only.
(False)

3

72 hours is an appropriate amount of time after the observation to provide feedback and/or ratings.
(False)

4

Coaching cycle class visits should take between 10 - 12 minutes.
(True)

5

PLA Leaders record coaching cycle observation ratings and feedback/feed forward conversations on a sticky note.
(False)



THANK YOU!

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