

# **Coaching Maps:**

**(version 3.0—June 20, 2010)**

**The Kansas Coaching Project**

# Enroll

Question: Are you interested in coaching?

Coaching Actions: Consider using some or all of these practices

1. One-to-one interviews.
2. Large-group presentations.
3. Small-group presentations.
4. Principal referral
5. Workshops
6. Informal conversations

Time: 5 to 40 minutes



# Identify

Questions: What is your goal? How can I help?

Actions:

1. Suggest that the teacher revisit the video from a previous coaching session.
2. If the teacher hasn't worked with you before, offer to video tape a class.
3. Share the "Big Four" survey and suggest that the teacher view the video with the survey in mind. Suggest they complete the survey after they
4. Meet the teacher to review the survey (if they wish) and to identify a coaching goal
5. Create a SMART goal
  - Specific
  - Measurable
  - Attainable
  - Realistic
  - Timely

Time: 5 - 30 minutes [excluding preliminary activities]

# Mediate the Content

Question: How can I make this easier?

Actions:

1. Get a copy of teacher's curriculum materials (text books, state and/or school curriculum, state standards)
2. Look for ways you can speed up coaching by proposing ways they can incorporate a new teaching practice into their Share your list of concepts
3. Co-construct a lesson plan that integrates the new teaching practices

Time: 5 - 30 minutes [excluding preliminary activities]



Questions: Do you understand the practice? Do we need to modify it?

Actions:

1. Meet the teacher one-to-one.
2. Give the teacher a copy of a checklist (when appropriate) for the teaching practice being learning
3. Go through the checklist item by item and explain each one
4. After discussing each item, ask the teacher whether or not that the item is OK with them, or would they like to modify it (95% of the time the teacher will not want to modify it)
5. Modify the form to reflect the teacher's concerns if they wish to change it after discussing the reason why the form is organized in the manner it is organized
6. Co-construct an observation protocol for additional teaching practices
7. Confirm already scheduled date for you to model in the classroom

Time: 15 - 40 minutes



# Model

Questions: What did you see? What did you hear?

Actions:

1. Arrive in the class well before the lesson is to be given
2. Give the teacher a copy of the co-constructed checklist (when appropriate) for the teaching practice being learning
3. Explain how he/she should use the checklist
4. Ask the teacher if she/he would like to record it
5. Speak to students informally before the class begins
6. Have the teacher introduce you
7. Prompt the students to create name tents if you don't know their names
8. Model the lesson doing everything on the checklist
9. Involve the teacher in the lesson, and authentically praise the teacher
10. Keep your model short by focusing on the practice being learned
11. Offer to download a copy of the lesson to the teacher's computer

Time: 15 - 40 minutes



Questions: What did we see? What did we hear?

Actions:

1. Arrive in the classroom well before the lesson to confirm that the teacher wants you to observe the lesson
2. Find an inconspicuous spot in the classroom where you can watch the teacher and the students
3. Position the camera so that you will be able to record the entire lesson
4. Set up the camera on a tripod so that you will be able to take notes
5. After the teacher begins to use the new practice, be especially attentive for anything the teacher does well
6. Write brief descriptions of all the positive aspects of the lesson in the comments column
7. Put a checkmark in the OBS column beside each teaching practice you see teachers do, and leave a blank space in the OBS column beside any teaching practices that you do not see
12. Before leaving the classroom, confirm that you will meet at your pre-determined time to discuss the lesson
13. Download a copy of the lesson onto the teachers computer before you leave the classroom

Time: 15 - 40 minutes



Questions: What did you see? What did you hear?

Actions:

1. Prior to meeting, review the recording of the lesson and identify at least 3 sections that you think are excellent, and two sections that you think would be meaningful to discuss.
2. Ask the teacher to also identify 3 sections that they think are excellent, and two sections that they have concerns about?"
3. Give the teacher a copy of the observation protocol(s)
4. Review the video as well
5. Identify at least 3 clips you think are well done and plan direct, specific, non-attributive feedback
6. Identify sections that you think would be profitable to discuss
7. Choose questions (review the question sheet) that you think will open up the conversation
8. Meet with teacher to review the teacher's and your clips
9. Pause the recording when you talk
10. Use open-ended non-judgmental questions to open up meaningful conversation
11. Identify a SMART goal for the next step