



KEY ELEMENTS OF AN EFFECTIVE COACHING SYSTEM

Instructional coaching provides an opportunity for teachers to receive continuous feedback on their teaching practices and space to reflect in a private, non-evaluative setting. This resource describes the key elements of an effective coaching system. When all elements are present, coaching can be highly effective at supporting teachers' continued growth. This resource can be used to create a coaching system, to train a new coach in effective practices, or to evaluate the effectiveness of a coaching system.

Category	Element	Critical components
Observations	Observation Scheduling	<ul style="list-style-type: none"> ● Coach plans observations based on teacher development and areas of focus ● Coach articulates rationale for observing classrooms at specific times ● Total observation time per teacher averages more than 25 minutes per week
	Observation Note Taking	<ul style="list-style-type: none"> ● Observation notes leave emotion and judgment out ● Observation notes focus on teacher and student actions ● Observation notes include quantifiable data points ● Observations and data points often focus on a specific action item or target area from the previous coaching meeting
Coaching Meetings	Meeting Scheduling	<ul style="list-style-type: none"> ● Teacher meetings are “standing” on both the coach and teacher calendar ● If and when a meeting needs to be rescheduled, a new meeting time is agreed upon by both parties
	Genuine Praise	<ul style="list-style-type: none"> ● Praise includes connection to specific data points or events (who, how, when) ● Praise connects to succeeding with a previous action step or makes a connection to increasing student achievement. ● Praise makes a connection to how teach actions positively impacted student learning ● Praise is unique (does not repeat itself week to week).
	Probing Question	<ul style="list-style-type: none"> ● Questions push teachers to be reflective about their classroom ● Questions guide teachers to identify classroom issues and consider possible solutions ● Probing questions are not judgmental or evaluative.
	Bite-Sized Action Step	<ul style="list-style-type: none"> ● Action steps are small and manageable. Each action step should be able to be implemented within a week’s time ● All action steps can be identified as “implemented” or “not implemented” based on observations



	Practice	<ul style="list-style-type: none">● Teacher and coach engage in some form of preparation that aids in the implementation of the action step● Coach provides teacher with feedback on practice to help improve execution <p><i>*Note: Check out this resource for examples of different types of practice</i></p>
	Accountability	<ul style="list-style-type: none">● Action steps are observed for each week and discussed at the next coaching meeting● Teachers implement on average 80% of weekly action steps● Teacher is asked to reflect on impact of action step at following coaching meeting, discussing if they see the benefit in continuing the action step as a staple in their classroom or teaching practice● If an action step is not met, teacher and coach discuss obstacles that prevented completion and identify what support is needed to implement the action step