

Instructional Coaching Toolkit

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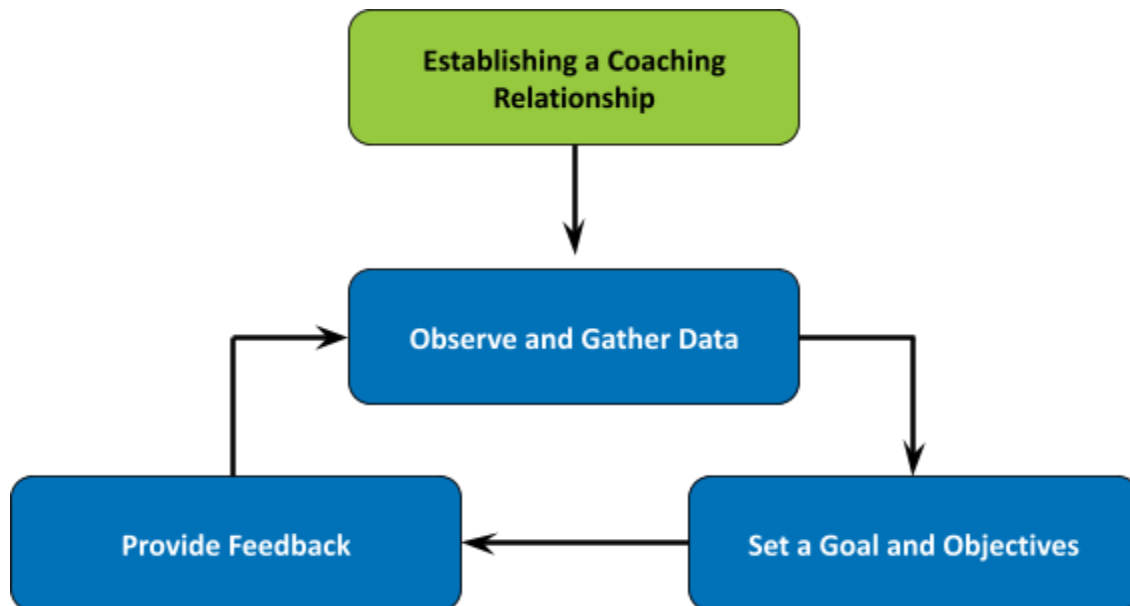
Your Role as an Instructional Coach

At Springboard Collaborative, as a Program Leader, you hold three main responsibilities:

- Support teachers to accomplish personal-professional goals
- Lead weekly Professional Learning Community (PLC) meetings to prepare teachers for Family Workshops and high-quality instruction
- Observe instruction and provide regular feedback to teachers

This document will focus on the third responsibility: observing instruction and providing regular feedback to teachers, which we refer to as **instructional coaching**.

Instructional coaching is a form of professional development tailored to each educator with the ultimate goal of improving student outcomes. The process we will review is outlined in the chart below.



Establishing a Coaching Relationship

Before beginning observations or providing feedback, it is important to take time to define your role as a coach and introduce yourself. This initial conversation or communication serves multiple purposes:

- Share a bit of information about yourself and learn about your teachers
- Set any expectations or norms of your work together
- Clarify how you will support teachers
- Prepare teachers for observations and feedback

There are two ways we suggest you begin establishing a coaching relationship:

| In-Person Coaching Introduction | Initial Coaching Email |
|---|---|
| Establishing a Coaching Relationship Agenda | Establishing a Coaching Relationship Email Template |
| Time Commitment: 20 minutes per teacher, plus time for scheduling | Time Commitment: 20 minutes to draft email and send to all teachers |
| For your first formal one-on-one meeting with your teacher, schedule 20 minutes to introduce yourself and to chat about the nature of your relationship as a teacher and coach. | Send an email to your teachers where you share a bit about yourself, ask them to do the same, and then directly communicate what they can expect from you as a coach. |

Scheduling Observations and Feedback

As mentioned above, as a Program Leader, one of your responsibilities is to observe teachers and provide feedback. To this end, we recommend creating a schedule that includes times and days when you will observe and provide feedback to teachers. Ideally, this schedule is created before teachers begin instructing to ensure time is maximized.

To create a coaching schedule:

- Review the instructional schedule of your site.
- Make sure to note when Family Workshops, Professional Learning Communities, or other meetings will occur.
- Begin identifying when you will observe teachers and for how long.
- Begin identifying when and how you will provide feedback to teachers.

[Sample Coaching Schedule](#)

Areas of Improvement

After your first observation, you will want to select an area of improvement for your teacher.

We recommend focusing on four potential areas of improvement:

- **Curriculum Implementation:** Is the teacher utilizing the correct resources?
- **Lesson Internalization:** Are the teacher's instructional moves aligned with the objectives of the lesson?
- **Engagement:** Are students engaged in learning?
- **Instruction:** Are students learning the objective of the lesson?

These areas of improvement are listed sequentially: start with curriculum implementation, then progress to lesson internalization, engagement, and finally instruction. They are listed in this order because each area of improvement relies on the prior one. For example, it is not possible to focus on lesson internalization if teachers do not have access to the correct lesson and materials. Similarly, engagement will not increase unless teachers understand the content and structures embedded in the lesson plans. Finally, students will not learn new content if they are not engaged.

Conducting Data-Centered Observations

After you have selected an area of improvement, you may begin conducting observations with that focus in mind. The following table provides you with different options to utilize when conducting classroom observations.

| Area of Improvement | Resources |
|---------------------------|--|
| Curriculum Implementation | <p>Implementation Observation Sheet Use this sheet to observe individual teachers and determine if they need support locating or using curriculum resources.</p> <p>Implementation Rubrics Use these rubrics to determine the level of implementation for each curricular component.</p> |
| Lesson Internalization | <p>Action/Response T-Chart Observation Sheet Use this observation sheet to sort which teacher actions align with the objective on one side, and which teacher actions do not align with the objective on the other side</p> |
| Engagement | <p>Action/Response T-Chart Observation Sheet You can also use this observation sheet to highlight the impact of various engagement strategies. For example, the impact of clear directions on student engagement versus ambiguous directions or a student's response to corrective feedback.</p> |
| Instruction | <p>Instructional Observation Sheet Use this observation sheet to collect data on students' mastery or misconceptions of learning objectives.</p> |
| Varies | <p>Generic Coaching Sheet Use this observation sheet for a flexible option that can be easily customized to suit your needs.</p> |

Setting Goals and Objectives

After conducting observations and gathering initial data on teacher instruction, you can begin to set goals and objectives for your coaching. Goals differ from objectives in that they span an entire Springboard Collaborative program, while objectives can typically be reached by the end of a coaching session or couple of sessions. This is flexible, given that some teachers might learn quickly and reach a goal within a few coaching sessions, while others might need more support and time.

Providing Feedback

After conducting your initial observations and setting goals, you're ready to begin providing feedback to teachers. Depending on time, you might want to either schedule a time to meet with your teacher or write them feedback. Ideally, teachers receive feedback through both methods, as most in-person conversations will lead to deeper engagement while written feedback provides immediate and actionable feedback.

| In-Person Coaching Conversation | Written Feedback |
|---|---|
| Coaching Agenda | Written Instructional Feedback Guidance |
| Time Commitment: 25-35 minutes per teacher conversation, 5-10 minutes of prep | Time Commitment: 15 minutes to draft email and send to each teacher |
| Coaching conversations center data as well as provide time to collaborate, practice, and build teachers' self-reflection. | Written feedback provides data-centered feedback to teachers and an easy-to-understand next-step. |