

Coaching Inquiry Cycle Implementation Guide

In spring 2024, the PLI project supported the development and piloting of an alternative model for the individual coaching component of the PLI program. Like the original coaching component, the model uses Danielson’s Framework for Teaching to support teacher learning. Teaching Lab joined the project to develop and pilot the model. Teaching Lab created this guide to implement the model’s coaching cycle.

The guide supports coaches, teachers, and school leaders in using the coaching cycle to foster effective instructional practices aligned with school goals. When the cycle is implemented successfully, coaches engage teachers in targeted analysis of their curriculum and pedagogy to increase student engagement and achievement. This guide outlines a structured 3-week coaching cycle aligned towards these goals and focusing on four key phases: Initial Meeting, Goal Setting, Study/Plan/Teach, and Analyze and Discuss.

Initial Meeting

Purpose: The initial meeting sets the foundation for productive coaching relationships by establishing clear communication and alignment between coaches, teachers, and school leaders. It aims to introduce the coaching process, define expectations, and initiate collaborative goal-setting.

Intended Impact: By connecting and sharing the coaching sprint overview and Domain 3 components, coaches can ensure teachers understand the framework and critical attributes for effective teaching. This meeting fosters a supportive culture and lays the groundwork for targeted professional growth aligned with school-wide instructional priorities.

Coach Actions	Teacher Actions	School Leader Actions
Connect and Introduce: - Attend an introductory meeting with teachers and administrators to establish rapport and discuss coaching objectives. - Share a concise 1-page overview of the coaching sprint, outlining key activities and timelines. - Discuss components of Domain 3 with teachers, emphasizing Critical Attributes identified in the FTT rubric.	Coaching Session 1: - Review expectations and agree on the coaching prototype. - Record a video of a lesson for initial assessment and reflection.	Provide context for coaching efforts and ensure alignment with the school’s vision and instructional goals.

Goal Setting

Purpose: Goal setting provides a focused direction for coaching efforts, guiding teachers toward specific instructional improvements identified through initial assessments and discussions. It aims to align coaching strategies with individual teacher needs and school goals.

Intended Impact: Through collaborative goal-setting and reflection on recorded lessons, coaches and teachers establish clear objectives that target areas for growth. This process enhances instructional practices, encourages continuous improvement, and supports teachers in achieving measurable outcomes aligned with student learning needs.

Coach Actions	Teacher Actions
Pre-work: - Review recorded lesson videos and identify Critical Attributes within Domain 3. - Prepare reflective notes and questions aligned with the FFT rubric. - Collaborate with teachers to establish 3-4 high-leverage goals based on lesson observations. Meeting: - Lead a focused coaching conversation to set specific goals and align coaching strategies with identified Critical Attributes.	Coaching Session 2: - Review the coach's feedback and notes on Critical Attributes. - Answer reflective questions aligned with the FFT rubric. - Select one goal from the identified high-leverage goals for focused improvement.

Study/Plan/Teach

Purpose: The study/plan/teach phase focuses on translating identified goals into actionable plans and integrating targeted instructional strategies. It aims to support teachers in internalizing new approaches and preparing effectively for lesson implementation.

Intended Impact: By analyzing teaching opportunities, reviewing lesson plans, and rehearsing with coaches, teachers can deepen their understanding of Critical Attributes and improve instructional delivery. This phase empowers teachers to implement effective strategies that enhance student engagement, learning outcomes, and classroom dynamics.

Coach Actions	Teacher Actions
Pre-work: - Analyze opportunities for coaching using FFT indicators and Critical Attributes. - Review upcoming lessons and teacher annotations. Meeting: - Discuss identified coaching opportunities and support internalization of Critical Attributes. - Ensure teachers explicitly connect planned actions with expected student engagement and performance improvements. - Schedule lesson implementation and post-implementation coaching sessions.	Coaching Session 3: - Annotate a lesson plan segment demonstrating the identified Critical Attribute. - Internalize the lesson plan focusing on integrating the identified Critical Attribute. - Rehearse the lesson with the coach, addressing potential barriers and strategies for overcoming them. - Outline intended impacts on student engagement and performance. - Schedule lesson implementation and post-implementation coaching sessions.

Analyze and Discuss

Purpose: The analyze and discuss phase facilitates reflection on implemented strategies, assessment of goal attainment, and planning for sustained improvement. It aims to refine teaching practices based on evidence, feedback, and data-driven insights.

Intended Impact: Through comprehensive analysis of instructional videos, student work, and coaching feedback, teachers gain actionable insights into their teaching effectiveness. This phase supports ongoing professional growth, adjustment of instructional approaches, and alignment with FFT's Domain 3 components to foster continuous improvement in student achievement.

Coach Actions	Teacher Actions
Pre-work: - Review instructional videos and provide detailed feedback, tagging critical aspects of Domain 3. - Analyze student work samples to assess progress and alignment with goals. Meeting: - Review goal attainment and intended impacts on student outcomes. - Discuss next steps based on FFT's Domain 3 components and Critical Attributes.	Coaching Session 4: - Review the coach's feedback and assessment tags. - Respond to focused questions about goal achievement and instructional improvements. Coaching Session 5: - Collaborate on next steps using components and Critical Attributes from FFT's Domain 3 to sustain and build upon progress.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International ([CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)) License.

The contents of this document were developed under a grant from U.S. Department of Education, Office of Elementary and Secondary Education, Award No. U411B180032; however, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.