

## Coaching Cycle Components and Functions for Educator-Level Coaching

Coaching occurs within a cycle (plan, act, reflect). Table 6 outlines the coaching cycle components and functions for **educator-level** coaching and definitions across low, medium, and high levels of intensity, as described in the [Matrix of Coaching Support Models](#).

Table 6. Coaching Cycle Components and Functions for Educator-Level Coaching

Components	Description	Low/Facilitative	Medium/Collaborative	High/Instructive
<b>Plan</b>	Pre-meeting <ul style="list-style-type: none"> <li>▪ Identify expectations, goals, and priorities</li> <li>▪ Plan actions to moving toward goals</li> </ul>	Preparing for the observation. This means discussing expectations for the observation and creating a plan for improving instruction.	Preparing for the observation and setting concrete goals for instructional changes. This means setting goals related to evidence-based instructional changes and coming up with a plan for data collection.	Preparing for the observation, developing concrete goals, and creating action steps for implementing goals. This means setting goals based on evidence-based instructional changes, creating a data collection and analysis plan and concrete action steps for implementing and recording instructional changes.
<b>Act (Teach and Assess)</b>	Meeting observation <ul style="list-style-type: none"> <li>▪ Engaging in actions identified during planning</li> </ul>	Observing in a limited capacity. This means observing and taking notes on potential instructional changes and discussion points for post-observation debrief.	Observing and collecting information in a systematic way, focusing specifically on goals set during the pre-meeting. Make note of instructional changes and make on-the-spot adjustments when needed, including modeling specific, goal-oriented instructional changes. Monitor data collection procedures.	Observe and collect information in a systematic way, focusing on goals as well as on classroom systems (e.g., management, data collection). Record instructional changes and intervene with concrete instructional supports when needed, including modeling critical skills and giving on-the-spot suggestions to adjust instruction. Collect data that can be used in the post-observation debrief.

Components	Description	Low/Facilitative	Medium/Collaborative	High/Instructive
<b>Analyze and Reflect</b>	Debrief <ul style="list-style-type: none"> <li data-bbox="411 302 642 435">▪ Feedback to facilitate self-reflection and moving forward</li> </ul>	Post-observation debriefs should focus on expectations discussed in the pre-meeting and observation notes. Post-observation debriefs should set the stage for the next pre-meeting and concern potential changes to instruction surrounding expectations and observation.	Post-observation debriefs should focus on specific goals discussed in the pre-meeting and observation notes. These debriefs should set the stage for the next pre-meeting and should concern instructional changes to address any specific deficits toward goal completion. In addition, post-observation debriefs can include information about evidence-based interventions and classroom systems (e.g., data collection, classroom management, MTSS).	Post-observation debriefs should focus on evaluating progress of the coaching goals set during the pre-meeting, specific evidence-based interventions, and observation notes. Post-observation debriefs should set the stage for the next pre-meeting and should focus on outlining action steps that will lead to instructional changes to address any specific deficits toward goal completion. In addition, post-observation debriefs should include information about evidence-based interventions and classroom systems (e.g., data collection, classroom management, MTSS).



The coaching functions below can be used throughout the coaching cycle

Coaching Functions	Description	Low	Medium	High
<b>Prompting, Questioning, and Facilitating</b>	Building newly trained skills in “normal” contexts	Prompting involves subtle suggestions. Observer can use physical cues to aid the teacher (e.g., pointing or proximity) or verbal cues (e.g., suggestions or verbal praise).	Prompting involves concrete suggestions. Observer can use the low-level prompting and minor modeling to adjust critical skills.	Prompting involves all the low- and medium-level prompting and intensive modeling. This can be in the form of full-class demonstrations and/or direct discussion on momentary instructional changes.
<b>Fluency Building</b>	Repeated opportunities to use new skills, preferably soon after training	Fluency building involves setting-specific opportunities to attempt new skills.	Fluency building involves classroom opportunities, as well as opportunities to attempt new skills in controlled environments, such as during post-observation debrief and small-group professional development opportunities (see Team Teacher Coaching).	Fluency building involves classroom opportunities, as well as opportunities to attempt new skills in controlled environments, such as during post-observation debrief and small-group professional development opportunities (see Team Teacher Coaching). High-intensity fluency building includes dedicated opportunities to attempt and critique new skills in controlled and heavily scaffolded environments.

Coaching Functions	Description	Low	Medium	High
<b>Performance Feedback</b>	Provide feedback on accuracy and shaping of trained skills	Performance feedback involves discussions on setting-specific observations and expectations during the post-observation debrief.	Performance feedback involves discussions on classroom observations and expectations during the post-observation debrief. Discussions should be focused specifically on goals and evidence-based instructional changes and should conclude with concrete action steps.	Performance feedback involves discussions on classroom observations and expectations during the post-observation debrief. Discussion should be focused specifically on goals and evidence-based instructional changes, as well as systems changes, and should include concrete action steps. Performance feedback can include readings and opportunities to attempt new skills in a controlled environment and should include discussion of potential systems changes (data collection).
<b>Adaptation</b>	Modify trained skills to fit local culture and context; suggest and encourage adaptations	Adaptation involves tailoring coaching cycles to fit the specific student population. Expectations for a classroom with a high level of English learners should be planned for and observed differently than a classroom with few English learners. Coaches must take into consideration culture and context.	Adaptation involves tailoring coaching cycles to fit specific student populations. Goal setting, as well as perspective evidence-based interventions, should fit specific student populations. An intervention that has evidence-based support only in suburban schools may not be the best option in an urban setting. A focus on systems (MTSS) can encourage individual students' adaptations.	Adaptation involves tailoring coaching cycles to fit specific student populations. Goal setting, as well evidence-based interventions, should fit specific student populations. In high levels of support, there should be a focus on using systems (e.g., MTSS, PBIS) to fit instruction to specific students and student population needs.

