

Before/During/After Coaching Model

Before—Pre-conference planning

Coach and the teacher discuss:

- Purpose of the lesson, goal setting, and agreed upon areas for "during" visitation
- Instructional strategies that are going to be used
- PLN framework—the Five Critical Experiences, the Four Lenses of Learning, four dimensions, or the school district's adopted instructional model—as means for organizing the lesson
- Formative assessment strategies to be used
- Evidence of student engagement and learning
- **Specific focus areas on which coach should concentrate**

During—Classroom visit

Coach focuses:

- Teacher's purpose for the lesson
- Evidence of student engagement and learning
- Evidence of implementation of the PLN framework—the Five Critical Experiences and the Four Lenses of Learning or the school district's adopted instructional model
- Evidence of formative assessment strategies
- **Specific focus areas agreed upon during the pre-conference**

After—Debrief of visit, reflection, and planning

Coach and the teacher discuss:

- Things that went well based on the teacher's purpose of the lesson
- Evidence of student engagement and learning
- Other learning experiences for the teacher during this lesson as agreed upon during the pre-conference
- Things the teacher wants to continue working on
- Date for next pre-conference, classroom visitation, or follow-up conversation
- Next steps



Before/During/After Coaching Model

Jot down any questions about the coaching process.

Before – Pre-conference Planning

During – Classroom visit

After – Debriefing Visit, Reflection, Feedback, and Planning



Before/During/After Coaching Model

Before—PRE-Conference Planning

What is the purpose of this lesson?

What questions will I ask?

What instructional strategies will I use?

How might my students respond at various parts of the lesson?

What evidence of student learning will be visible?

What critical experiences will be used? Which of the four lenses will be addressed? Which of the four dimensions will be addressed?



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During—Classroom Visitation

What did I see? (What are the students saying and doing)	Reflection (How are the PLN framework, other literacy-based strategies, and formative assessment strategies being integrated into the lesson? What are some other evidence-based strategies implemented in today's lesson?)



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After—Debrief of visit, reflection, and planning

Introduction

- Thank the teacher for opening the classroom to you
- Ask the teacher, “What stood out for you in today’s lesson?”

Positive

Remind (teacher?) that you (coach) and teacher agreed on the following things...

- Point out some specific things you saw that went well from that list as well as in general; share the things the students were doing that supported the PLN, other literacy –based frameworks demonstrating the school district’s adopted instructional model, and evidence of formative assessment strategies

Coaching

- Point out one thing to coach them on by focusing on the students; for example: “One thing I saw the students doing was...” or “I noticed that some students were struggling with...”
- Get back into the lesson; for example: “I noticed the students were having trouble with...”
- Make a suggestion and tell them why; for example: “Next time you could have the students ____ or try _____. This should help them...”
- What would I change if I taught this lesson again?

Closure

- Ask the teacher to reflect on one thing to think about based on this conversation
- End the conversation by making a general positive statement and ask them for a date to meet again.
- Based on this reflection and feedback session, what are my next steps for the implementation of effective instructional strategies?

