



ARIZONA DEPARTMENT OF
EDUCATION

**Arizona Professional Learning Series for Creating Systems
Change to Increase Literacy Achievement for All Students**

Coaching Guide



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Section One

Vision for Effective Coaching

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Section Two

Intensifying and Sustaining the Coaching System

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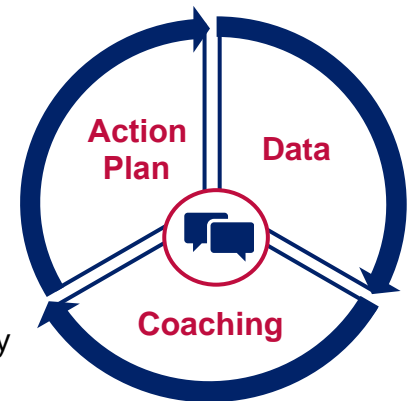
Effective coaching provides job-embedded professional learning through differentiated support to teachers. The intention is to improve teachers' expertise to implement evidence-based practices that support *all* students in making the necessary academic gains. The coach works in collaboration with teachers to focus on student achievement. To accomplish this goal, a coach needs to be a skilled listener and communicator. Additional skills include the ability to: build trusting relationships, support reflection, understand effective coaching practices, research implementation, understand adult learning theories, and possess a range of knowledge for literacy across content areas, formative assessment, differentiation, and instructional practices.

Vision: Effective coaching will create a coaching culture that enhances teacher and collaborative team efficacy, increases inclusionary practices, and improves literacy outcomes for all students within equitable classrooms and schools.

Mission: Provide job-embedded professional learning that:

1. Develops trusting relationships that foster reflective learning.
2. Guides and supports team collaboration and individual teacher instructional practices across content areas using a gradual release model.
3. Monitors systems change to develop sustainable implementation.
4. Builds capacity among staff.

Coaching Structure: The Arizona Professional Learning Series (AZPLS) supports district systems change with a focus on closing the gap in literacy achievement for students with specific learning disabilities in the general education setting. To reinforce this, the coach supports the achievement of *all* students by coaching *all* teachers. The coaching framework enhances implementation efforts and connects precisely to the action planning process of the Building Leadership Team (BLT) and support of the District Leadership Team (DLT). An analysis of data collected throughout the school year strategically determines the level of implementation and guides focused coaching support needs.



Action Planning

The action plan defines sustainable frameworks for systems change that will drive the school/district in meeting the goal of increasing literacy achievement for all students. During each module of professional learning, the staff is guided to identify areas of need specific to the module content. After each module of professional learning, the BLT uses that input to create a formal action plan with focus area objectives and steps to reach those objectives. The DLT provides guidance and support to the BLT and may add actions to the plan, if needed. Coaches align their focus with the needs developed in the action plan.

Data: The AZPLS has a comprehensive Data Guide that supports school leadership and coaches in analyzing progress towards implementation. Several tools are administered throughout the year to gather data from teachers, parents, and students. These tools provide data on the collaborative culture and practices between general education and special education, inclusionary practices, adolescent literacy strategies, formative assessment dimensions, and fidelity measures. Action plans and coach plans are tools that identify needs and evidence of progress.

Coaching: Coaches work collaboratively with teachers and collaborative teams to set goals using the three inquiry questions: Where are you headed? Where are you now? How will you close the gap? Information collected from the data tools, evidence from the action plan, and implementation progress are analyzed to determine the focus level and strategies for coaching support. Following a Coach Service Delivery Plan, the coach can work collaboratively with individuals or groups of teachers to develop specific goals and actions to support their growth. Coaches use the Teacher Professional Learning Plan with coaching recipients (coachees) to plan coaching supports. Together, they identify target behaviors, set goals, and develop plans to reach the goals. They evaluate the effectiveness of the coaching plans after implementation.

Coaching Tools and Protocols

Coach Gradual Release Model: The Coach Gradual Release Model gives coaches a point of entry for supporting teachers. After teachers attend module professional learning and add their voices to the module action plan, the coach focus is defined through the Coach Service Delivery Plan. After developing the Coach Service Delivery Plan, the coach meets one-on-one with teachers to collaboratively create an individual professional learning plan. Depending on needs of the teachers, the coach may extend the AZPLS modules with further professional learning and/or modeling in the classroom. The coach may share efforts and interactions by parallel teaching, co-planning lessons, using the one teach-one observe strategy, or providing a guided level of support through a series of reflected conversations.

Coach Service Delivery Plan/Teacher Professional Learning Plan: The Coach Service Delivery Plan is a proactive approach to purposeful and supportive coaching. It specifies the coaching elements that will promote quality support for teachers and serves as the basis for further professional learning. The Coach Service Delivery Plan/Teacher Professional Learning Plan details the responsibilities of both the coach and the teacher. Coaching relies on multiple sources of data, including school-wide student data, observations, needs identified by the teacher, data related to coaching timeliness, and outcomes of the action planning process. The goal of the Coach Service Delivery Plan/Teacher Professional Learning Plan is improved supports to teachers and students. Together, the coach and the teacher can adjust the plan over time and create a better outcome with this quality improvement effort.

Coaching Log: The Coaching Log ensures the coach will be on track with the coachee. By reflecting on coach/coachee interactions and other data collection points, the coach can determine if the coaching process is supporting the coachee to reach his or her professional learning goals and if the school community is on track to reach its action plan focus areas.



AZPLS Coaching System



Teams
District
Leadership Team
Building
Leadership Team
School Site
Collaborative Teams



Professional Learning
Professional Learning and
Parent Engagement Modules
Include: Collaborative Teams,
Formative Assessment
Dimensions, Differentiated
Instruction, Direct/Explicit
Vocabulary and Comprehension
Teaching and Learning
Strategies, Extended
Discussion/Discourse, Student
Motivation/Engagement in
Literacy



Data
Extensive Collection
Tools Supports
Implementation
with Fidelity and
Sustainability of
Practices

AZPLS Program Design



Action Planning
Connects to Module
Content
Input from All Staff
Building Leadership
Team Develops
Focus Areas
Guides Coaching
Support

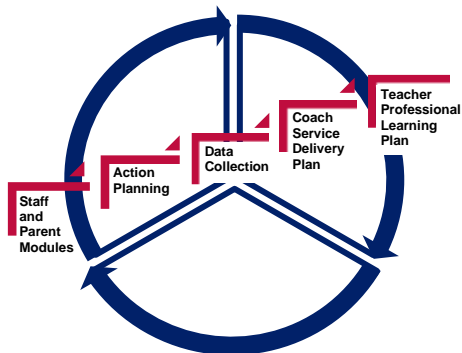


Leadership
Aligning Initiatives
Empowerment of Teachers
Supports Frameworks of
Professional Learning and
Family Engagement
Modules
Collaborative Team
Structures
Culture of Coaching
Data Collection



Coaching
Connects to Module
Learning Driven by Site
Action Plan
and Data Collection
Job-Embedded
Professional
Learning for All
Teachers

Focus of AZPLS Coaches



Coaching Concepts
Collaborative Team Structure
Formative Assessment Dimensions
Arizona Anchor Standards Across All Content Areas
Literacy Strategies Across All Content Areas
Differentiated Instruction

Vision

Effective coaching will create a coaching culture that enhances teacher and collaborative team efficacy, increases inclusionary practices, and improves literacy outcomes for all students within equitable classrooms and schools.

Mission

Provide job-embedded professional learning that:

1. Develops trusting relationships that foster reflective learning.
2. Guides and supports team collaboration and individual teacher instructional practices across content areas using a gradual release model.
3. Monitors systems change to develop sustainable implementation.
4. Builds capacity among staff.

Coach Gradual Release



Action Planning

| Where Are We Now? <i>Focus for Improvement</i> | Where Are We Headed? <i>Target</i> | How Will We Close the Gap? <i>Meeting the Target</i> | Who Is Responsible? <i>Implementers and Supporters</i> | When Will It Be Accomplished? <i>Timeline</i> |
|---|---------------------------------------|---|---|--|
| Evidence | Measurement Tool(s) | | | |
| | Criteria: | | | |

Coaching System Alignment

COLLABORATIVE TEAMS

| COACH LOG | | | COACH SERVICE DELIVERY PLAN (CDSP) | | ACTION PLAN |
|---|----------|------|---|----------|---|
| Focus | Strategy | Time | Focus | Strategy | Focus |
| | | | | | |
| | | | | | |
| Does the Log Focus/Strategy match the CDSP? | | | Does the CDSP Focus align to the Action Plan? | | Do action items lead to sustainable change? |
| Does coaching need to intensify? | | | | | |

1:1 WITH TEACHERS

| COACH LOG | | | COACH SERVICE DELIVERY PLAN (CDSP) | | ACTION PLAN |
|---|----------|------|---|----------|--|
| Focus | Strategy | Time | Focus | Strategy | Focus |
| | | | | | |
| | | | | | |
| Does the Log Focus/Strategy match the CDSP? | | | Does the CDSP Focus align to the Action Plan? | | Do action items ³ lead to sustainable change? |
| Does coaching need to intensify? | | | | | |

Coach Log

| Date | Coachee | Initial Professional Learning Plan Date | Coaching Focus | 1:1/Team Coaching Strategy | Next Steps: Where are we headed? Where are we now? How will we close the gap? |
|------|---------|---|----------------|----------------------------|--|
| | | | | | |



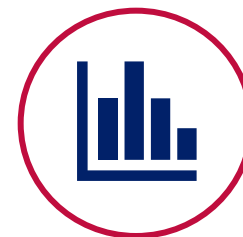
Teams

District Leadership Team
Building Leadership Team
School Site
Collaborative Teams



Professional Learning

Professional Learning and
Parent Engagement Modules Include:
Collaborative Teams, Formative Assessment
Dimensions, Differentiated Instruction,
Direct/Explicit Vocabulary and Comprehension
Teaching and Learning Strategies,
Extended Discussion/Discourse, Student
Motivation/Engagement in Literacy



Data

Extensive Collection Tools
Supports Implementation
with Fidelity and
Sustainability of Practices



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AZPLS ROOTED IN SYSTEMS CHANGE



Action Planning

Connects to Module Content
Input from All Staff
Building Leadership Team
Develops Focus Areas
Guides Coaching Support



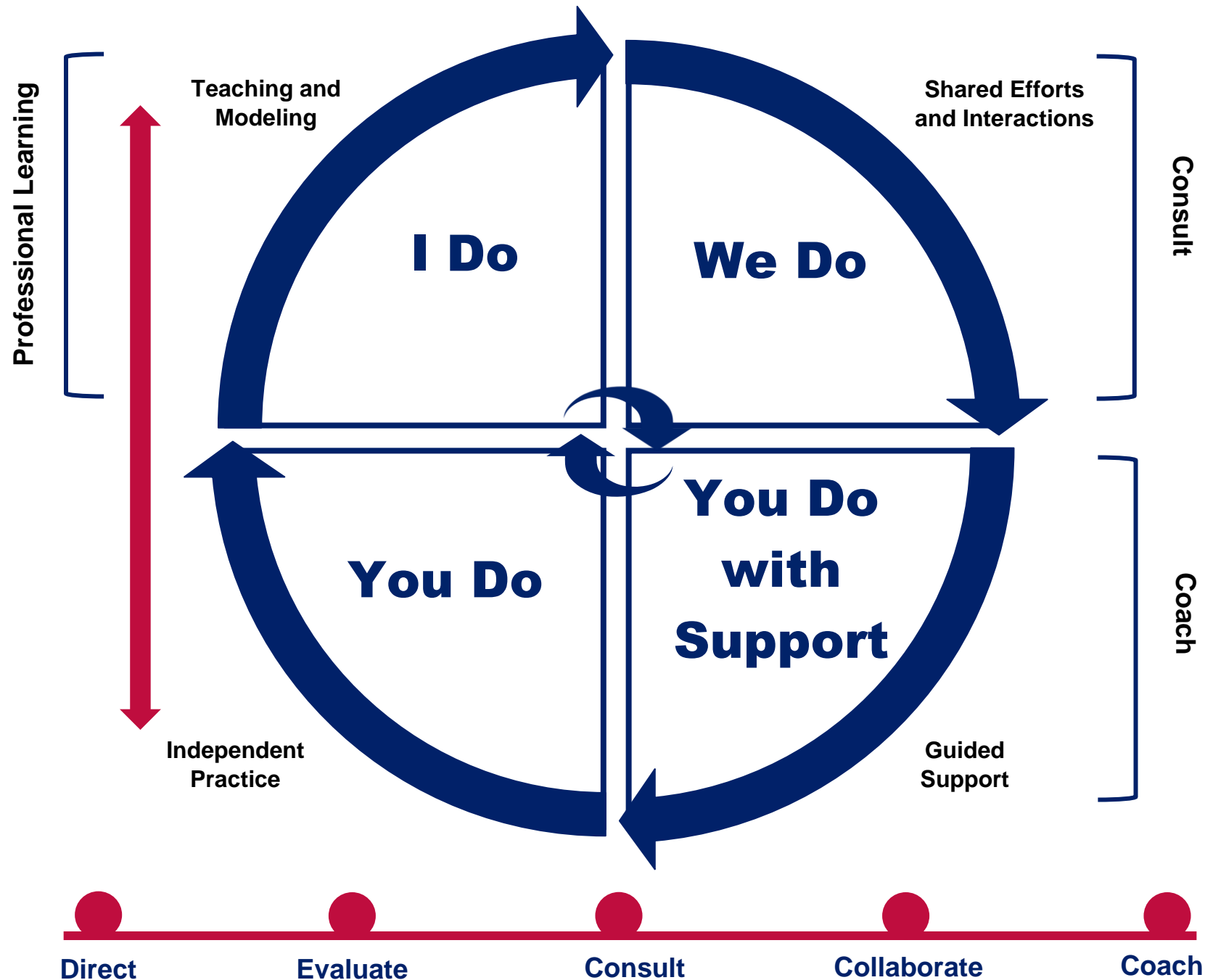
Leadership

Aligning Initiatives
Empowerment of Teachers
Supports Frameworks of
Professional Learning and Family
Engagement Modules
Collaborative Team Structures
Culture of Coaching
Data Collection



Coaching

Connects to Module Learning
Driven by Site Action Plan
and Data Collection
Job-Embedded Professional
Learning for All Teachers





Coach Service Delivery Plan

| Focus: Concepts, Areas, or Skills Being Coached | Coaching Strategy | Frequency | Practitioner Preparation | Post Meeting/Event: | Feedback and Documentation by Coach | Timeline for Written Documentation by Coach | Coaching Effectiveness Measure |
|--|---------------------------------------|------------------|-------------------------------------|--------------------------------|--|--|---|
| Focus: Coachee/ Team: | Coach: Strategy: | | | | | | |
| Notes: | | | | | | | |
| Focus: Coachee/ Team: | Coach: Strategy: | | | | | | |
| Notes: | | | | | | | |
| Focus: Coachee/ Team: | Coach: Strategy: | | | | | | |
| Notes: | | | | | | | |

As your team engages in the planning of the coach service delivery focus and strategies, consider the following:

- What are the concepts, skills, or areas to be coached?
- What coaching strategy or strategies (e.g., data analysis, instructional co-planning, modeling, co-teaching) will be used?
- How often will the coaching strategy be used? How will the frequency be adjusted as practitioners or instructional staff gain experience and grow in their skill competency?
- What preparation is needed for the coaching strategy? (e.g., What data or documentation is to be collected or reviewed? Is there a clear timeline for submission to the coach?)
- What is the format of the post-meeting/event following the coaching strategy? (e.g., Will the coach provide feedback during a face-to-face meeting with the practitioner, with instructional staff, or during a group reflection meeting?)
- How will the coach document the feedback provided? Will feedback be verbal, written, or both?
- Is there a timeline for when the coach should provide the written documentation? (e.g., Written documentation is to be provided within 72 hours after verbal feedback, quarterly, etc.)
- How will we know coaching is effective? What data is used and how will it be collected and analyzed for continuous improvement purposes?
- What is the plan for monitoring adherence to the coach service delivery plan? Who, how, how often, and when will the plan be reviewed?

Coach Service Delivery Plan Example 1

| Focus: Concepts, Areas, or Skills Being Coached | Coaching Strategy | Frequency | Practitioner Preparation | Post Meeting/Event: | Feedback and Documentation by Coach | Timeline for Written Documentation by Coach | Coaching Effectiveness Measure |
|---|---|--|--|--------------------------------|--|---|--|
| Focus: Learning Goal Success Criteria Coachee/ Team: Teacher XYZ | Coach: XYZ Strategy: Planning conversation | Every other week for two months | Exemplars Video to share with teacher FA Rubrics Review current practices | Face-to-face meetings | Verbal feedback and reflection documented on Teacher Professional Learning Plan | Any additional notes will be updated and given to the teachers by the next school day. | Teacher Professional Learning Plan analysis Classroom walk through data Coaching Log |

Notes: Where are we headed? Where are we now? How will we close the gap?

Coach Service Delivery Plan Example 2

| Focus: Concepts, Areas, or Skills Being Coached | Coaching Strategy | Frequency | Practitioner Preparation | Post Meeting/Event: | Feedback and Documentation by Coach | Timeline for Written Documentation by Coach | Coaching Effectiveness Measure |
|---|--|--|---|--|--|--|--|
| Focus: Collaborative Team Process Differentiated Instruction ELA Anchor Standards Explicit Vocabulary Instruction Coachee/ Team: Teacher XYZ | Coach: XYZ Strategy: Planning Conversation Data Collection Observation Reflection Conversation Co-Planning One Teach- Modeling or Demonstration Videotaping Parallel Teaching Reteaching | Weekly Monthly Quarterly How will it be adjusted depending on skill growth? | Data Documentation Who is responsible? Timeline for submission | Face-to-Face Group Reflection Written Format Electronic Correspondence | Written feedback will be provided within 72 hours of the post meeting/event. | | Coaching Data How will the data be used? |

Notes: Where are we headed? Where are we now? How will we close the gap?

Coach Service Delivery Plan Example 3

| Focus: Concepts, Areas, or Skills Being Coached | Coaching Strategy | Frequency | Practitioner Preparation | Post Meeting/Event: | Feedback and Documentation by Coach | Timeline for Written Documentation by Coach | Coaching Effectiveness Measure |
|--|--|---|--|--|---|--|---|
| Focus: Collaborative Team Process/ Planning Coachee/ Team: 7th and 8th Grade Collaborative Team | Coach: XYZ Strategy: Facilitating Conversations Planning for Instruction (Learning Target and Success Criteria) | 1x/week for 3rd quarter then adjust, as needed | Formative Assessment Data Student Work Samples Lesson Instruction Notes To be submitted by team lead on day prior to team meeting | Face-to-Face Group Reflection Written Format Electronic Correspondence Group Reflection Using Collaborative Team Rubric from Module 3 | Verbal feedback based on their reflection of the Collaboration Tool and conversations Participation during team meeting | Within 24 hours post meeting | Collaboration Tool Reflection at end of meeting to determine focus for next meeting |

Notes: Where are we headed? Where are we now? How will we close the gap?



Teacher Professional Learning Plan

Coaches and coaching recipients (Coachee or Team) use this tool to plan job-embedded professional learning tied to the site action plan. Together, identify targets, set goals, develop plans to reach the goal, implement plans, and evaluate effectiveness towards professional growth.

| | | | | | |
|--|--|---|--|---------------------------|--|
| Coach: | | Coachee: | | Strategy: | |
| Date of Initial Professional Learning Plan: | | | | Date(s) of Review: | |
| Brief Description of Target: | | | | | |
| Where Are We Now? Data: <i>Current Levels</i> | | | | | |
| Where Are We Headed? <i>What? By When?</i> | How Will We Close the Gap? <i>Build Accuracy, Fluency, Generalization</i> Level of Support Needed <i>Weekly, Monthly, Quarterly</i> | How Will We Know It Worked? <i>What data will we need?</i> <i>Who will collect it?</i> | Did It Work? <i>Review current levels and compare to goal.</i> | | |
| | | | Data: <i>Current Levels</i> | | |
| | | | Comparison to Goal: | | |
| | | | Next Steps: | | |



| | | | | | |
|---|--|--|--|---------------------------|--|
| Coach: | | Coachee: | | Strategy: | |
| Date of Initial Professional Learning Plan: | | | | Date(s) of Review: | |
| Brief Description of Target: Collaborative Team Planning - Learning Target/Success Criteria | | | | | |
| Where Are We Now? Data: <i>Current Levels</i> Collaborative Team Meeting Checklist Personal Perception Rating of Norms FA Dimensions for Learning Target (LT) and Success Criteria (SC) | | | | | |
| Where Are We Headed? <i>What? By When?</i> | How Will We Close the Gap? <i>Build Accuracy, Fluency, Generalization</i> Level of Support Needed <i>Weekly, Monthly, Quarterly</i> | How Will We Know It Worked? <i>What data will we need? Who will collect it?</i> | Did It Work? <i>Review current levels and compare to goal.</i> | | |
| The 7th/8th Grade Team will collaboratively discuss planning for learning targets and success criteria by providing peer feedback support through lesson plan development by the end of 3rd quarter. | Level of support: Weekly meetings Implementation coach will support the team with facilitation of their conversations/questioning strategies and reflection around learning targets and success criteria to give peer feedback. Team will have the following tools to support the goal: Modules 2 and 3 Collaborative Team Meeting Checklists Module 3 Personal Perception Ratings of Norms FA Dimension Rubrics for LT and SC to have common language and provide feedback and self-reflection | Using the perception survey data scoring _____/_____ Section C Data of Collaborative Team Meeting Checklist scoring _____ of 3 consecutive meetings Review of Lesson Planning LT and SC scoring _____ of 3 consecutive lessons. These tools will be collected by the team lead. There will be a team reflection with the coach. | Data: <i>Current Levels</i> Comparison to Goal: | | |
| | | | Next Steps: | | |



| Date | Coachee | Date of Initial Professional Learning Plan | Coaching Focus | Time in Minutes (not hours) | Coaching Strategy | Notes/Next Steps: Where Are We Headed? Where Are We Now? How Will We Close the Gap? |
|-------------|----------------|---|-----------------------|------------------------------------|--------------------------|--|
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| Date | Coachee | Date of Initial Professional Learning Plan | Coaching Focus | Time in Minutes (not hours) | Coaching Strategy | Notes/Next Steps: Where Are We Headed? Where Are We Now? How Will We Close the Gap? |
|-------------|----------------|---|-----------------------|------------------------------------|--------------------------|--|
| | | | | | | |
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| Coaching Focus Examples | Coaching Strategy Examples |
|--|---|
| Collaborative Team Infrastructure Collaborative Team Structure Collaborative Team Process Differentiated Instruction AZ ELA Anchor Standards Direct and Explicit Vocabulary Strategy Instruction Direct and Explicit Comprehension Strategy Instruction Opportunities for Extended Discussion of Text Meaning and Interpretation Increase Motivation and Engagement in Literacy Learning Formative Assessment Cycle Learning Goal Criteria for Success Tasks and Activities Questioning Strategies Extending Thinking During Discourse Descriptive Feedback Peer Feedback Self-Assessment Collaborative Culture of Learning Use of Evidence | 1:1 Coaching Strategy Planning Conversation Data Collection/Observation Reflection Conversation Co-Planning One Teach-One Observe Modeling or Demonstration Videotaping Parallel Teaching Reteaching Team Coaching Strategy Observation/Feedback Video Taping Co-Facilitating Prompting Co-Observation Modeling or Demonstration Co-Planning and Preparation Reteaching |



Intensifying and Sustaining the Coaching System

The information in Section One outlines a vision for effective coaching using tools and protocols to build a coaching culture for all teachers. Section Two continues with additional supports to define the coaching system for sustainability and analyze the effectiveness of coaching for intensifying supports and ensuring impact toward student outcomes. To develop a sustainable coaching system, it is important for district and building leadership to understand their roles in supporting the coaching system. Coaches need support and ongoing professional learning to build capacity with their roles and responsibilities. It is essential for leadership at both levels to establish clear expectations for coaches from the beginning, watch them work, give them feedback, and provide opportunities for them to reflect on their own practices.

Leadership Support

It is the responsibility of District and Building Leadership Teams to openly support a coaching culture throughout the school year. Principals need to establish a schoolwide atmosphere of shared leadership with a coaching mindset that values all staff working together to impact student achievement. Leaders need to communicate to all staff how coaches will support district and school site focus areas with ongoing job-embedded professional learning for all teachers. Through this communication, coaches and staff members will understand key components of the coaching system and use of a data-based process to guide differentiation of coaching supports to support individual teachers and collaborative teams. It is important for district and building leadership to revisit the coaching system annually and communicate the following to all staff members and collaborative teams:

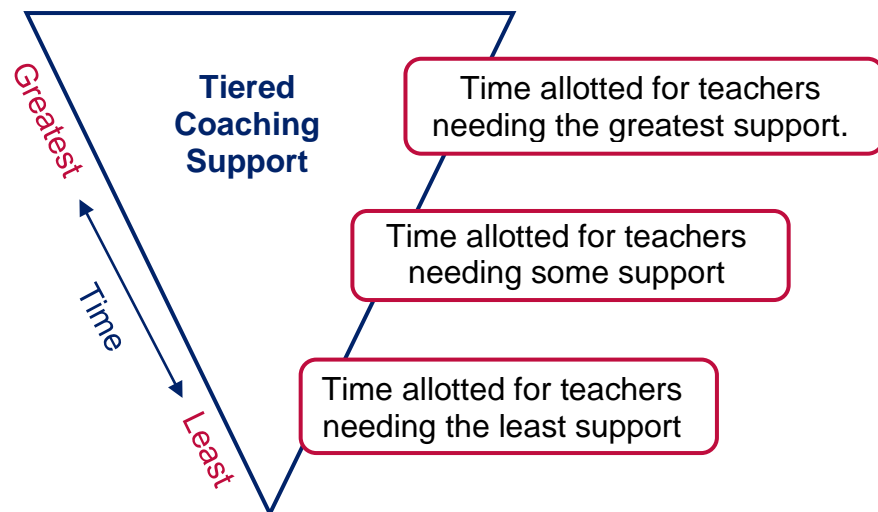
- Define what coaching is and is not.
- Describe how teacher input determines and drives the Action Plan and Coach Service Delivery Plan.
- Explain how the Action Plan, Coach Service Delivery Plan, and AZPLS data drive the coaching focus and strategies to support all.
- Describe how the Teacher Professional Learning Plan is driven by the coachee and clearly supports setting and achieving goals to enhance collaborative efforts and instructional practices.
- Clarify Coach Service Delivery Plan focus areas and strategies.

Time Allocation

It is leadership's role to allocate coaching time to meet the needs of individual teachers and collaborative teams. Establishing specific times in the schedule for coaching reinforces a positive coaching culture. The coach needs to determine how to best use the time to provide support. One way to allocate coaching time is to coach for a focus area depending on whether the individual

is a novice or an experienced teacher. The table provides an example of allocating coaching time. The percentage of time spent on specific coaching needs will vary as knowledge and skills improve (SISEP, 2019).

| Coaching Needs | Time Allocation | |
|---|-----------------|-------------|
| | Novice | Experienced |
| Develop knowledge, skills, and abilities. | 60% | 20% |
| Encourage using data to reflect and accurately self-report. | 20% | 60% |
| Provide personal support. | 20% | 20% |



Tiered coaching support allocates time depending on need. One way to tier coaching is to divide teachers into three levels of need: intensive, flexible, and facilitative. Teachers at the intensive level require the greatest amount of support and time. Teachers at the facilitative level require the least amount of support and time (Culbertson, Stricker, and Suba, 2019).

Time allocation for coaching support is not permanent. It can be used as a flexible way to support teachers as they continue to grow in their practice and to structure coaching time to best meet the needs of all teachers (Moody, 2019).

Analysis of Coaching Needs

With time allocation determined, the next step is to develop a process for analyzing individual coaching needs. These questions can help leadership and coaches frame the process and analysis of coaching needs.

- Does a teacher or collaborative team need support in many areas? This may require retraining before coaching can begin.
- Does a teacher or collaborative team have an area or two in need of improvements? The coach will work collaboratively with the teacher or collaborative team to analyze the needs, prioritize the focus, and provide coaching accordingly.
- Are there “minor tweaks” that would help? The coach would support the teacher or collaborative team with reflection.
- Are there multiple teachers or collaborative teams with the same needs? The coach may decide to support with a group approach instead of individual support.

Building Trust and Productive Relationships

The relationship between leadership, coaches, and teachers needs to be an equal partnership built on trust. The partnership commitment is based on keeping student achievement central to the work and everyone's awareness of the coaching, mission, vision, and structure presented in Section One. To ensure a productive relationship, teachers and coaches need to trust one another, respect each other professionally, commit to keeping their partnership agreements, and clearly define the work they will do together. Teachers must believe that the coach supports them, and the coach's top priority is student academic achievement (Killion, Harrison, Bryan, and Clifton, 2014). Leadership must provide professional learning opportunities for coaches to identify resources that meet the needs for building trusting and productive relationships. The following tools and resources can support coaches in understanding coachees on a deeper level to meet individual or team needs.

It is important for coaches to identify possibilities that may create a gap between desired ability and current ability. Elena Aguilar created the Mind the Gap framework that breaks possible interferences causing gaps into six groups: skill, knowledge, capacity, will, cultural competence, and emotional intelligence. When teachers describe an area of struggle, it is important to identify what type of gap is causing the difficulties. Then, it is important for the coach to see coachees as learners who need support in closing the gap and reaching the desired ability. The Mind the Gap Framework can be shared with teachers to collaboratively identify the area of need (Aguilar, 2020).

It is important to use the Sphere of Influence to categorize any issue into one of three domains: things that can be controlled, things that can be influenced, and things that are outside of control and influence. By identifying in what domain the coachee's feelings fall, the coach can hone in on the needed support. If it is something that can be controlled or influenced, the coachee can be guided to identify the amount of energy devoted to those feelings and determine steps to improve the situation and the way they feel about it. If it is something that cannot be controlled or influenced, the coachee can be guided to identify the amount of energy devoted to those feelings and the steps that could improve their feelings about the situation. By knowing where the coachee's energy is centered, the coach can provide guidance and support (Aguilar, 2014).

The Conscious Competence Ladder is a framework that identifies the four stages of learning. The model highlights the factors that affect thinking as a new skill is learned: Consciousness (awareness) and skill level (competence). It identifies four levels that a coachee will move through while developing competence in a new skill. It begins with a level of unconscious incompetence or not knowing a skill. Once a skill is introduced, the coachee will develop conscious incompetence or knowing the skill is undeveloped and others are more competent. The coachee will need increased support at this level to ease anxiety and lack of confidence before moving into conscious competence. Conscious competence means the skill is attained and with practice it will become increasingly automatic. The final stage is unconscious competence or when the skill is used effortlessly and can be performed without conscious effort. Sharing the Conscious Competence Ladder with coachees will help them understand that there is no expectation that new skills should be fully attained immediately, and coaching support provides the assistance needed to reach mastery (Aguilar, 2019).

Differentiating Coaching Strategies

Once coaches build trusting relationships, they can utilize the following tools and resources to differentiate their focus areas and strategies for the needs of teachers and or collaborative teams.

- [Defining Coaching Strategies and Matching Needs](#)
- [Rubrics, Reflection, and Observation Tools for Teachers](#)
- [Understanding When to Use Specific Coaching Strategies](#)
- [Intensify Coaching Infographic](#)

Using Data to Differentiate Coaching

The data-based process begins with defining how individual coaching needs are determined. All leadership, staff, and coaches must understand and utilize the AZPLS Inquiry Cycle and Data Collection Tools to drive decision making for aligning the appropriate coaching needs to support coaches, teachers, and students. Data tools to support the focus and differentiation for coaching are included in the [AZPLS Data Guide](#):

- Three Questions Inquiry Cycle
- Fidelity of Implementation *annually*
- Classroom Walkthroughs *site decision, minimum annually*
- Collaborative Team Survey *quarterly*
- Perception Surveys of Inclusive Practices *annually*
- Coach Survey *annually*
- Benchmark Data *fall and spring*
- Action Plan *quarterly*
- Coach Service Delivery Plan *quarterly*
- Analysis of Coaching System *quarterly*

With leadership supporting a collaborative coaching culture, providing professional learning for coaching and data tools, allocating time, and completing a coaching analysis, coaches can use the Coach Gradual Release Model as an entry point for strategy focus.

Once coaches have an entry point, they collaboratively design the focus goal and strategy support with the teacher or collaborative teams using the Teacher Professional Learning Plan.

By using the AZPLS Coaching Alignment Tool to Intensify Coaching on page 19, the Building Leadership Team can determine if there is alignment of coaching with teacher implementation of practices making gains towards meeting site action plan goals. To examine the effectiveness of the coaching system, the documents in the coaching alignment tool should be reviewed from the Log to the Action Plan. Determine if the coach is spending time on the right Action Plan focus areas, the Quarterly Report clearly reflects the focus summary the site has planned, and there is alignment with the site Professional Learning Plan (Action Plan, Coach Service Delivery Plan, and Coach Log).



AZPLS Coaching Alignment Tool to Intensify Coaching

| Coaching Log | | | | Coach Service Delivery Plan (CSDP) | | Analysis Y/N | Action Plan | Analysis Y/N | Analysis Y/N | Analysis Y/N |
|---------------------|-------|----------|------|------------------------------------|----------|--|-------------|---|---|----------------------------------|
| Collaborative Teams | Focus | Strategy | Time | Focus | Strategy | Does the Log Focus/ Strategy Match the CSDP? | Focus | Does the CSDP Focus Align to the Action Plan? | Do Actionable Items Lead to Sustainable Change? | Does Coaching Need to Intensify? |
| | | | | | | | | | | |
| | | | | | | | | | | |
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| | | | | | | | | | | |

| Coaching Log | | | | Coach Service Delivery Plan (CSDP) | | Analysis Y/N | Action Plan | Analysis Y/N | Analysis Y/N | Analysis Y/N |
|-------------------|-------|----------|------|------------------------------------|----------|--|-------------|---|---|----------------------------------|
| 1:1 with Teachers | Focus | Strategy | Time | Focus | Strategy | Does the Log Focus/ Strategy Match the CSDP? | Focus | Does the CSDP Focus Align to the Action Plan? | Do Actionable Items Lead to Sustainable Change? | Does Coaching Need to Intensify? |
| | | | | | | | | | | |
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| | | | | | | | | | | |

Describe How Coaching Will Be Intensified: *Focus, Strategy and/or Time*

| Collaborative Teams | 1:1 with Teachers |
|---------------------|-------------------|
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Creating a Sustainable Coaching System

It is leadership's responsibility to train coaches on the tools and provide consistent support with how coaches support the needs of all teachers. Providing ongoing professional learning of the tools, using data, and analyzing coaching to intensify supports for teachers needs to be connected, outlined, and communicated.

It is important to use the AZPLS data and coaching tools and any additional tools and resources that fit the needs of the coaches. The additional supports provided in Section Two of this guide are essential to intensify and sustain a reliable coaching system. All tools and resources provided in this guide support coaches with their work and ongoing professional learning to grow in their practice of supporting teachers.

The collaboration, communication, and planning of the District and Building Leadership Teams provide critical support to the coaching system. The District and Building Leadership Teams should use Defining Your Coaching System on page 21, the tools and resources in the AZPLS Coaching Guide, and district coaching tools already in place to clearly define the coaching system. This information should be shared with all staff, so everyone understands the collaborative support system for increasing literacy achievement for all students in all classes.



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| Coaching Goal: | Describe What Successful Coaching Looks Like: | Describe What Coaching Is Not: |
| Describe Ongoing Professional Learning for Coaches (Coaching Conversations, Tools, Data Analysis, etc.) | | |
| Describe the Following in Detail to Create Your Sustainable Coaching System: | | |
| Key Components of Coaching System | | |
| Time Spent Coaching | | |
| Tools and Resources for Coaches to Understand Coachees | | |
| Data Implementation/Analysis | | |
| Differentiated Coaching Supports | | |
| Differentiated Coaching Strategies | | |