

**SESSION****1****ACTIVITY****4**

# Peer Coaching Plan

A strong Coaching Plan should be aligned with your school's educational goals. It should reflect your skills, knowledge, and the needs of your collaborating teacher(s), which should be defined in part by data on student achievement.

Complete Part 1 with your principal and Part 2 with your principal and the teachers you will coach. Make sure your principal reviews this section if they do not collaborate in writing it. You should complete your Coaching Plan before Session 2.

<b>Part 1 Complete with your Principal</b>		<b>Date</b>	
<b>Name of Coach</b>		<b>E-mail address</b>	
<b>Teaching Assignment</b>			
<b>Name of Principal</b>		<b>E-mail address</b>	
<b>School</b>		<b>District</b>	
<b>School's Academic Focus (Educational Goals)</b>			
Answering these two questions will help you define the academic focus for your coaching plan.			
1. What state or district goal is critical to your school?			
2. What is your school goal that supports this state/district goal?			
<b>Structure</b>	Will the coaching be one on one or with a team of teachers? Will you be working with a team of teachers at the same grade level or subject matter? Or will you work with a broader range of teachers?		
<b>Name of Collaborating Teachers</b>			
<b>Coach Roles and Responsibilities:</b> Describe the major roles and responsibilities you will play as a coach in your school.			
<b>Resources:</b> What resources will support coaching (for example, release time, training, or extra pay)?			
<b>Communication:</b> How will you communicate with the principal and staff about the coaching program?			
<b>Aligning Professional Development Efforts:</b> How does coaching align with and support other professional learning efforts in your school. If you have literacy, math or instructional coaches, how will Peer Coaching align with them?			

# Thinking About Coaching and Collaborating

## Part 2

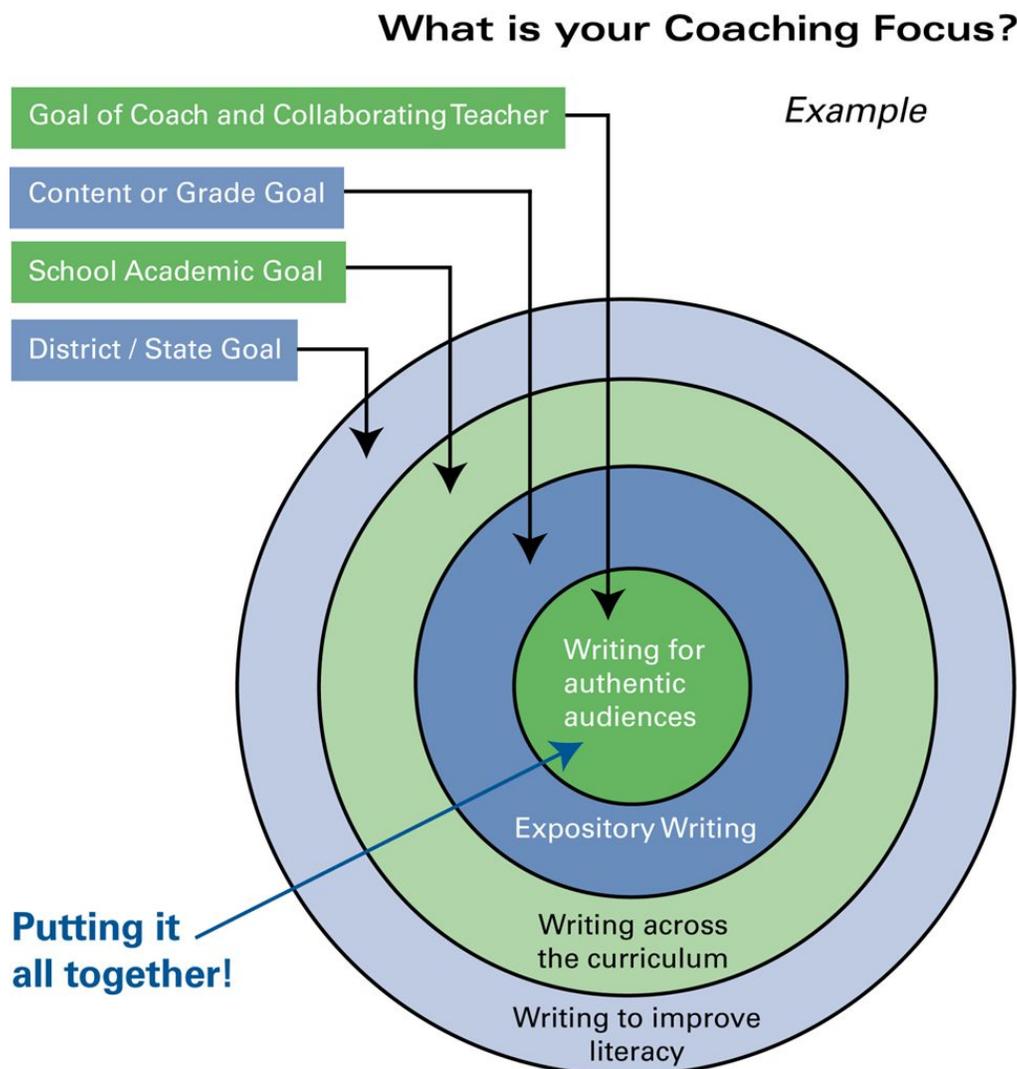
The Coaching Plan will help you, your collaborating teachers, and your principal think about how you will work together. Then answer the questions listed below. After Session 2, you will list the norms for your coaching meetings.

### Directions

Complete with your collaborating teacher. (If you have not identified a collaborating teacher, you can complete this section at a later date.) You may also want to ask your principal to participate in shaping these goals. If your principal does not shape your goal and how you will measure success, it is important to review your plans with the principal to get buy-in needed for your plan.

### Coaching Program Goals

The diagram is designed to help you align your coaching with your school goals, and help you write your goal statement.



Description	
<p><b>Goal Statement</b></p> <p>Write a general goal statement that tells what you want to accomplish and who you will work with for your coaching program. Make sure it reflects the coaching focus and classroom data on student achievement.</p> <ol style="list-style-type: none"> <li>1. Identify who you will work with.</li> <li>2. Define the academic focus or goal for coaching. The graphic above may help you define your goal statement and align it with school goals: <ul style="list-style-type: none"> <li>• What is your school's academic goal?</li> <li>• What content or grade level goal supports this school goal?</li> <li>• How will your work with collaborating teachers help reach this content or grade level goal? The answer to this last question gives you the first piece of information for your goal statement: the academic focus or goal for coaching.</li> </ul> </li> <li>3. Will you work to improve academic achievement by focusing on: <ul style="list-style-type: none"> <li>• Content skills?</li> <li>• Pedagogy skills?</li> <li>• Integrating higher order skills like critical thinking, problem solving or collaboration, into learning activities?</li> </ul> </li> <li>4. Identify how technology will enhance learning. Will you: <ul style="list-style-type: none"> <li>• Help a teacher gain basic technology skills and start integrating technology into classroom activities?</li> <li>• Help a teacher plan and implement standards-based lessons that integrate technology?</li> <li>• Collaborate to develop one or more "active learning" curriculum projects that involve students creating a product for a real world audience?</li> </ul> </li> <li>5. Identify a timeline for reaching this goal.</li> </ol> <p>Now put your answer to these five questions together and you have a <b>SMART</b> (Eaton &amp; Johnston, 2001) goal for your coaching program.</p> <p>As you are writing your goal statement, you may find this definition of a <b>SMART</b> goal useful.</p> <p><b>Specific:</b> include everyone in the decision to ensure consensus on the goals.</p> <p><b>Measured:</b> define who will be targeted, what they will achieve, and by when.</p> <p><b>Achievable:</b> make sure the goal is realistic and achievable in the time allowed.</p> <p><b>Relevant:</b> ensure that the goal meets the goals of the school improvement plan.</p> <p><b>Timed:</b> develop a timeline that includes who is responsible for what by when.</p>	

<b>Measuring Progress</b>	Describe some ways you will determine if you are making progress on this goal.
<b>Time</b>	When will you and your collaborating teachers meet (for example, release time, common planning time, after school, etc.)?
<b>After Session 2, complete this section:</b>	
<b>Our Norms are:</b>	Start/end on time