

SNAPSHOTS OF PRACTICE

Coaching: How a Focus on Adult Development
Leads to Improvements in Student Learning



Bank Street Education Center

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BANK STREET EDUCATION CENTER

The Bank Street Education Center works with schools, districts, states, teacher preparation programs, and communities across the country to advance system-wide change and support capacity building to improve the care and education of students from birth through higher education, as well as the adults who support them. Through our partnerships, we are building an evidence base to inform local practice while addressing some of the nation's deepest organizational challenges currently hindering system-wide effective and equitable teaching and learning.

Our School Systems Partnerships & Programs team collaborates with school systems and districts to improve teaching practice at scale through strategic guidance, professional learning, and coaching. We believe that to shift teacher practice at scale, there must be a throughline of teaching and learning that connects every layer of the school system. We use an approach to systems-level instructional improvement that builds a coherent throughline from the central office and pedagogical supervisors to teacher teams

and their students. We pair professional learning with strategic planning supports that aid districts in creating, strengthening, and monitoring learning conditions so that investments in professional learning pay off in improved results.

Annually, \$15 billion and 70 hours per teacher are spent on professional learning, but these investments are failing to show results in classroom practice and student outcomes at scale. Too often these resources are wasted in "one-shot" training sessions and other professional learning offerings that are not integrated into well-planned instructional change that connects all levels of the school system. We believe students deserve better.

Through our work with schools and communities, we have served 6,800 educators, including 5,800 preschool and early childhood leaders, to enact real change. And through the educators with whom we have partnered, we have been able to reach 341,605 children across the country.

“Through our Ed Center partnership, I recognized the importance of working with schools and teachers in helping them create connections between their instructional decisions and student learning.”

-School District Leader



ACKNOWLEDGEMENTS

These documents were authored by Jessica Charles, Director of Scholarship on Educator Practice; Milenis Gonzalez, Project Director, NYC Pre-K Explore; and Emily Sharrock, Deputy Executive Director, Strategy & Systems. We are especially grateful to Bank Street's 2017–18 Pre-K Explore Lead Coaches — Erica Buchanan, Mel Comerchero, Mona De Victoria, Danielle Kilcullen, Michelle Tompson and Shannon Vazquez — who engaged with us over the last year to pilot the Formative Assessment Tool (FAST) and help refine and articulate our coaching model. Additional Bank Street team members provided helpful input along the way, including Tarima Levine, Rachel Bello, and Davia Brown Franklyn. We are also thankful to Allison Milby, a former Bank Street team member, who helped coordinate the documentation process.

Prepared by Bank Street College of Education

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Since its founding, Bank Street has operated at the intersection between child development and instructional practice. An expert in teacher training known for preparing some of the nation's most valued educators, under Shael Suransky's leadership Bank Street has expanded its work to focus more explicitly on in-service professional learning in the public sector.

In 2014, the Bank Street Education Center was founded with the charge of bringing this expertise to schools, school systems, higher education organizations, and communities in order to advance practice and policy in the field of education at scale. While our partnerships range in goal and design based on local needs, they share a focus on adult learning that draws from the Bank Street tradition to support large-scale instructional change. As coaching has become a more widely accepted and popular support for teachers in instructional change efforts, our partnership work has increasingly included coaching, or developing the capacity of coaches, to inform local practice and address some of the nation's deepest organizational challenges currently hindering effective and equitable teaching and learning for all.

This coaching snapshot aims to capture our approach to coaching in those partnerships and serves as an example of how we employ a Bank Street approach in this new context:

- **Coaching Adults to Improve Student Learning:** Explores our reflective three-step coaching cycle and its stance, which is deeply rooted in Bank Street's developmental-interaction approach and its beliefs about adult and child development.
- **Professional Supports for Bank Street Coaches:** Shows how coaches benefit from a lead coach who models reflective supervision and other professional supports.
- **Professional Development Coaching Activities:** Provides the protocol for case study activities done with coaching teams to work through problems of practice with coaches.
- **Coach Formative Assessment Tool (FAST):** Details what high-quality coaching looks like across multiple domains, as an aid for building the capacity of coaches.

If you are considering coaching as part of a district-wide instructional improvement strategy, we hope you will find this useful in your own work, and will consider partnering with the Bank Street Education Center. We invite you to contact us with any questions and comments you may have about our approach or to hear more about our partnership work with school districts.

For more information, please contact the Bank Street Education Center:
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What is the Bank Street Education Center?

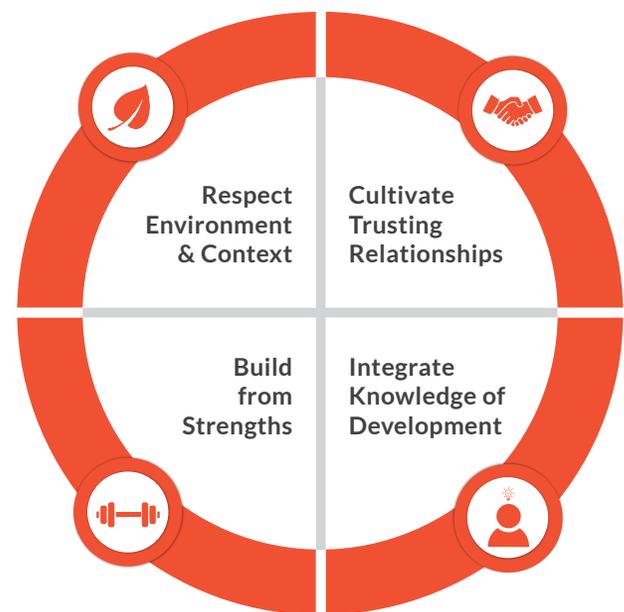
Bank Street College is a leader on the intersection between child development and adult instructional practice. We have built well-documented teacher, coach, and leader professional learning expertise, and are known for preparing some of the nation's most valued educators.¹ Our Education Center, founded in 2014, partners with cities, school systems, and higher education organizations across the country to share our knowledge and build instructional and change management expertise among a wide array of educators, leaders, and community stakeholders.

While our partnerships range in goal and are designed based on local needs, they share a focus on adult learning that draws from the Bank Street tradition in order to support large-scale instructional change. In all of our work, we support teachers and system leaders in re-imagining what strengths-based, developmentally meaningful, ambitious teaching and learning looks like for children, and discovering how to actualize that vision at every layer of a school system and within educator preparation programs. As coaching becomes a more widely accepted, research-based improvement support for teachers and leaders, our partnerships have increasingly focused on providing coaching, or developing the capacity of coaches, rooted in a shared vision for instructional quality, to support system-wide instructional change.

Coaching that Draws from Bank Street Traditions

The Bank Street Education Center draws on over 100 years of experience working with children and adults. The Developmental-Interaction Approach (DIA); which is based in relationships and emerges from scholarship in our Graduate School of Education's dialogue with other progressive researchers and leaders, fuses a deep understanding of child development with careful observation of children and the design of learning experiences with intentional, responsive teaching.² This approach guides our work with educators at the College and the Education Center's work in schools and districts.

Education Center Approach



Drawn from "The Developmental-Interaction Approach to Education" by Edna K. Shapiro and Nancy Nager

The Developmental-Interaction Approach (DIA) fuses a deep understanding of child development with careful observation of children and the design of learning experiences with intentional, responsive teaching.²

¹ Lit, I., et. al., "Teaching for a Changing World: The Graduates of Bank Street College of Education," Stanford Center for Opportunity Policy in Education (SCOPE), 2016.

² Nager, N. & Shapiro, E.K. Eds. (2000). *Revisiting a progressive pedagogy: The developmental-interaction approach*. Albany, NY: State University of New York Press.

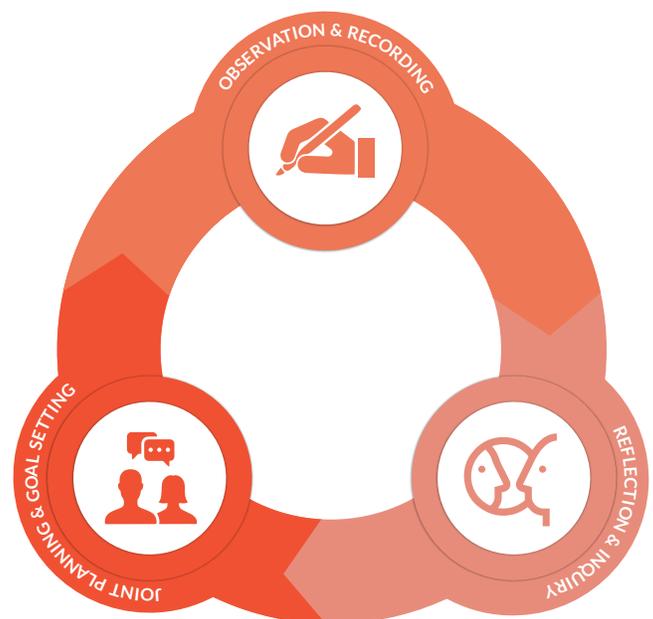
Bank Street key knowledge areas	Bank Street believes that children learn best when...	Bank Street believes that adults learn best when...
Knowledge of development	...teachers have a deep understanding of child development and are highly skilled at observing children in their daily lives.	...educators are able to carefully reflect on their own developmental needs and learn in psychologically safe environments.
Knowledge of the individual	...children experience trusting relationships that are created when educators, through their close observation and recording, seek to holistically understand children, including their family and community context, and build on their strengths.	...learning is “strengths-based,” building upon what adults are already doing well, while designing experiences to further develop and explore new ways of reaching children.
Knowledge of practice	...educators create developmentally meaningful and culturally responsive learning experiences rooted in disciplinary content (e.g., math) for each individual child in their classrooms.	...regular opportunities for inquiry and reflection are incorporated into practice, both in one-on-one settings with a coach or supervisor and in groups or teams, so that educators are continuously building knowledge “in, from and through practice.” ³

The Bank Street Education Center’s Coaching Model

Our coaching model is organized around a reflective three-step cycle that distills the practices listed above into a process for working with teachers, coaches, and leaders. Trusting relationships, careful observation and recording of children and teaching practice, deep knowledge of child development and children’s lived experiences, and a strengths-based approach that respects the environment and context are at the heart of how coaching happens.

In order to effectively engage educators, it is essential that coaches begin their relationships by establishing a partnership based on trust. This foundation enables deep learning to take place because it allows the teacher to take risks. Coaching techniques support teacher reflection on practice with an eye toward child development and using the standards and curriculum to support student-focused goals. This process is facilitated by the careful use of observation and recording while focusing on the child. A Bank Street tradition of low-inference note taking and analysis forms the basis of assessment and reflection with teachers. To do this effectively, teachers first need a strong “holding environment” to grow in and out of.⁴ In other words, they require the right combination of supports and challenges to strengthen and change their beliefs and attitudes built over time and informed by expertise.

Bank Street Coaching Model



Drawn from “Observing and Recording the Behavior of Young Children” by Dorothy Cohen, Virginia Stern, Nancy Balaban, and Nancy Gropper

³ Chazan, Daniel. (2002). Lampert, Magdalene (2001), *Teaching problems and the problems of teaching*. *Journal of Mathematics Teacher Education*. 5. 187-199.

⁴ Nager, N. & Shapiro, E. (2007). *A Progressive Approach to the Education of Teachers: Some Principles from Bank Street College of Education*. *Occasional Paper Series*, 2007 (18).



Observation & Recording

The observation and recording phase is conducted by either the educator or the coach. The coach may observe the educator in action, taking low-inference notes about what the teacher and students are doing, then organize the evidence for reflection and feedback to move instruction to improve learning experiences and teacher practice. As specific needs emerge, educators may also become the observers as coaches model an activity or teaching strategy. Building upon the Bank Street tradition of observing and recording, educators are guided to focus on not only the educator moves, but also on the ways that children respond to the content, the activity, their peers and the environment around them. What these interactions reveal provides important insight into each child's understanding and development as well as into the teaching strategies.

In other cases, coaches will further support the educator by co-facilitating a specific activity or strategy, or stepping in to provide “on-the-spot” support, which we call “collaborative modeling.” Coaches may also employ “ongoing narration” as a component of modeling; to do this, coaches identify out loud, in real time, the behaviors of the educator and children throughout activity implementation to highlight the connections between child development, a child's actions and the corresponding educator moves. As a relationship deepens, coaches may also interweave the two by observing educators and providing them with prompt reminders to help him/her respond more effectively and connect feedback to specific points in the lesson. Amidst all of these efforts, the

coach's goal is to “slow down” the instructional process so educators can observe shifts in their practice and see the impact it is having on children. This focus on each child's learning and development is deeply rooted in the Bank Street tradition that helps educators develop practices that support growth in ways that extends well beyond the bounds of the specific focus of that one coaching visit.

Reflection & Inquiry

After observing teaching and learning in action, coaches review and analyze the evidence collected to craft specific questions or areas for further inquiry and consideration. Often, this analysis is done in collaboration with educators to deepen their reflective muscles and also to facilitate a sense of ownership for their own learning and growth. As a relationship deepens, coaches may provide more focused questions or points of evidence to open the conversation. When coaching relationships are first forming, or the exploration of teaching and learning practices is more open, the coach may employ “immediate reflection” strategies where coaches share open-ended questions directly following an activity that make the educator more conscious of the effectiveness of various teaching practices used during learning experiences. Coaches often begin these conversations by emphasizing successes to promote a sense of efficacy in and inspire teachers about what is possible. At the same time coaches use data to highlight questions that “meet educators where they are,” but stretch educators to think critically about their practice. This emphasis reflects Bank Street's strengths-based approach and its focus on developing a relationship that supports trust and mutual respect.

Joint Planning and Goal Setting For Action

Through the observation and reflection discussion, specific needs will emerge. The coach shifts the educator's focus to action by collaboratively setting goals that advance developmentally meaningful teaching and learning in the classroom. Depending on each educator's strengths, dispositions, and adult learning profile, coaches may take a more or less prescriptive approach while always engaging in a collaborative way. In some cases, educators may be able to identify appropriate strategies or plans independently; in other cases, they may look to coaches as a source for specific strategies or resources, and relational support. The outcome of this step is realistic, time-bound goals connected to what we know about how children learn best that set up the work for the next coaching cycle.

Other Considerations

Bank Street has pioneered a teacher preparation approach that includes the interconnections of individual advisement from an expert faculty member, who observes and develops the teacher in much the same way we have described coaching above; and learning for the teacher in a social “conference group” of 7 or so teacher candidates, facilitated by the shared advisor, which meets weekly and establishes a larger “holding environment” for the developing teachers. Vygotsky stated that all real learning happens in contact with other people, and Kegan and Lahey have indicated that authentic adult learning must happen on the job, embedded in authentic structures of colleagues in their shared work.⁵

Many of the same concepts and approaches for coaching teachers are relevant and applicable to coaching teams, coaches, and leaders as well. Our next snapshot of practice highlights the work the Education Center does to apply what we know about how adults learn to our professional supports for the coaches working with teachers and other coaches.



Coaches often begin these conversations by emphasizing successes to promote a sense of efficacy in and inspire teachers about what is possible.

⁵ Kegan, R. & Lahey, L. (2009). *Immunity to Change: How to Overcome it and Unlock Potential in Yourself and Your Organization* Cambridge, Mass.: Harvard Business Press. and Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* Cambridge, MA.: Harvard University Press.

Case Studies

To teach educators useful techniques, our coaches use case studies. Together they talk through different scenarios, ask questions, and explore problem-solving options, they practice how to work through similar scenarios with their students.

- Coach shares a specific situation.
Example: “At my site, I noticed...”
- Other coaches ask clarifying questions.
- Other coaches share open-ended questions for the coach to consider.
- Coach shares possible next steps.
- Coach team role plays next steps using the coaching strategies.



Guiding Questions

- How did the coach feel about the role play?
Is there anything the coach is still uncertain about?
- What coaching strategies did the coach use?
Were they helpful? Why or why not?
- Are there other strategies that may have been more helpful?
- How did the coaching strategies used in the role play address the challenges in the case study?
- What other coaching strategies could the coach use?
- What would the pre-visit or follow-up email look like?
- What implications would this scenario have for the coach/teacher and/or coach/leader meeting?
- What implications would this scenario have for the coach log? How would it impact the following areas?
 - Barriers to implementation
 - Coaching strategies
 - Goal setting
 - Classroom support



Just as teachers need to engage in observation, reflection, and planning for action, our coaches also benefit from reflective supervision and other professional supports. The ways in which this is structured vary across our district engagements, taking into account local context, scope, and available resources. To provide an example of what this looks like in action, this snapshot of practice focuses on our largest coaching engagement to date, an early childhood math project. In it, we have built a structure in which we group together five to nine coaches in teams supervised by a lead coach. While our coaches engage in the three-step coaching cycle with teachers, our lead coaches model the coaching relationship through a parallel process of coaching and reflective supervision. Lead coaches meet each week (by phone or videoconference) to offer support and guidance to each coach. They also regularly observe coaches in action on site. By embedding reflection and inquiry throughout the layers of our organization, we create a culture of learning that drives our work. This core principle remains true and constant across our engagements.

Lead Coach Support in Action

Lead Coach: *“The coach and I decided to begin our lead coach support cycle with a particular site because she believed the teacher was resistant to the coaching process. During my first visit, I realized the lead teacher was not resistant to the process or the curriculum; she was handling numerous administrative duties in addition to teaching the pre-K class. The coach and I created goals and action steps for her work with the teaching team. I checked in with her through weekly calls, and we discussed various coaching strategies for making the activities manageable. Through this lead coach support structure, the coach and I were able to better understand the challenges the coach was having at different stages of the coaching cycle and discuss practical, hands-on approaches that not only supported the coach, but the teaching team as well.”*

Coach: *“I see how powerful [her coaching] has been for me. Although the visits were at one site, my lead coach had me think deeply about how the goals could be implemented throughout my other sites. Together we were able to see how and if each of the goals that we set were able to be obtained and, conversely, why they were not. In each subsequent visit, we reflected upon the previous visit, problem-solved what worked and what didn’t work, and quickly were able to move forward. We saw first hand the progression of our work together, the goals accomplished, and the action steps that we took to accomplish those goals”.*

By embedding reflection and inquiry throughout the layers of our organization, we create a culture of learning that drives our work. This core principle remains true and constant across our engagements.



Regular professional learning opportunities are provided to coaches collectively through their coach teams and alongside individualized support from lead coaches. These social learning opportunities create the holding environment for coaches to take risks and include activities such as: discussing shared readings, building knowledge of the content and curriculum materials, analyzing case studies that present coaching and instructional dilemmas, viewing videos that model coaching strategies, and active role playing.

The structures provided by Bank Street for professional learning enable coaches to determine and rehearse responses to the complexities that emerge as they work with teachers. These activities reflect the values and traditions of the Bank Street community. For example, we emphasize the importance of interpreting teachers' professional and personal stages of development to more effectively differentiate what support they require. This is a critical task when coaches enter schools and begin their working relationships with teachers. As the school year progresses, we also delve into the types of questions coaches ask, ways to assess teachers as adult learners, strategies that build teachers' reflective practice and instructional skills, and what it means to take a strengths-based approach.

Coaching Community in Action

Bank Street strongly believes in the power of professional conversations to share problems of practice, build expertise among our coaches, and construct timely and productive solutions to challenges in the field. We regularly convene our coaches with their teams and as a whole group to provide support to one another. The following is an example drawn from a meeting about an early childhood project focused on supporting the integration of math activities into pre-K classrooms. Coaches posed probing questions, shared their experience and expertise in addressing the problem that surfaced, and offered a collective eye and critical friendship by brainstorming potential new ways of approaching the issue raised by their colleague.



Coach: “I am working with an experienced pre-K teacher with very high expectations for her students, which is great. However, while the teacher can be warm and playful, over the course of the school year, I have witnessed her getting impatient with children, especially those who ‘don’t get’ the mathematics she is teaching. I have tried to help the teacher recognize the strengths and needs of each child and to assure her that children learn mathematical concepts in different ways and at different rates. However, these conversations

often lead the teacher to become defensive and more entrenched in her stance that she can “get them there” if she demands excellence from her students without fully taking into account who and where each child is.”

The comments below, given in response to the coach’s dilemma, show how our coaches use their meeting time to problem-solve, share knowledge, and learn from one another.

Key Elements	Coach colleagues’ questions and insights
Build from Strengths	<i>You said that the teacher can be playful. How can you build on that? How can you narrow your focus with this teacher? You said she can be reflective. How can you help her see that her actions don’t support her end goals?</i>
Respect Environment & Context	<i>What is the rest of the school culture like? What are the other pre-K classrooms like?</i>
Cultivate Trusting Relationships	<i>“I always just pop in to say hello and inquire about how she is doing. This maintains the relationship without having to set a meeting.”</i>
Integrate Knowledge of Development	<i>Sometimes teachers fear that they have a deficit if their children don’t perform. I wonder if she feels there will be a consequence for her if they don’t perform.</i>

Through these probing questions, it is possible to see how Bank Street coaches form a professional network that serves not only as a sounding board, but as an intellectual community that puzzles over coaching dilemmas and suggests fresh approaches to tricky problems. The coaches contextualized the teacher’s approach within the broader school culture and climate, helped their colleague identify supports from other professionals, such as the instructional coach, and thought through the potential fears and motivations that were driving the teacher’s behavior. They also reminded their colleague to look for strengths from which to build, such as the teacher’s ability to play with the children and her passion for helping her students succeed.

Impact of our Coaching Supports and Model

These rich and thoughtful supports for coaching coaches are tied to our coaching stance and three-step coaching model and have a real impact on student learning. In the early childhood math coaching project, from which the above snapshot has been captured, there was a three-fold increase in the use of math language among pre-K students across an academic school year according to weekly coach data logs. Some of these changes may be attributed to other factors, such as the introduction of new curricular materials and our experience. However, research suggests that a process of reflective coaching that builds habits of inquiry in adults can have a lasting impact on how new practices are implemented by promoting a deeper understanding of how children develop as they work.¹

¹ Joyce, B. and Showers, B. (1982). “The Coaching of Teaching.” *Educational Leadership*, 40(1), 4-10

Coach Formative Assessment Tool (FAST)

High-Quality Coaching in Practice



Coaching Definition

Adapted from NAEYC

Coaching is a collaborative process led by a colleague with specialized knowledge and skills. Coaching is designed to build leader and teacher capacity and is focused on goal setting, next steps, and reflection in order to provide the highest quality learning environment for children.

The Formative Assessment Tool (FAST) outlines five competency areas, adapted from the New York State Coach Competencies:

- 1** Coach establishes and maintains trusting, productive relationships that support teacher practice.
- 2** Coach establishes, develops, and maintains quality coaching strategies.
- 3** Coach uses evidence-based reflection and feedback to support improvements in instructional practice and implementation of the curriculum.
- 4** Coach establishes and maintains strong, trusting relationship with the site leader in service of supporting teacher development and curriculum implementation.
- 5** Coach identifies and leverages opportunities to develop coaching practice and fulfills administrative and professional responsibilities.



High-Quality Coaching in Practice

Just as teachers need to engage in observation, reflection, and planning for action, our coaches also benefit from reflective supervision and other professional supports. In a large-scale coaching engagement at the Bank Street Education Center, we have a team of lead coaches who model that coaching relationship through a parallel process of coaching and reflective supervision with lead coaches.

As a part of this work, the lead coaches regularly observe coaches in action on site. By embedding reflection and inquiry throughout the layers of our organization, we create a culture of learning that drives our work. The team of lead coaches in this project developed this tool as a means of standardizing what good coaching looks like in action and to serve as a reference for coaches and lead coaches alike to ground their reflections. It is not intended to serve as an evaluation instrument, but rather as a base of common understanding about how our values and beliefs show up in practice through our coaching model.



1

Coach establishes and maintains trusting, productive relationships that support teacher practice.

1.1 The coach demonstrates a productive relationship with teaching team (including AT/Para) that appears to be founded on mutual trust.

- Coach always greets every member of the classroom teaching team by name and provides evidence of connection (*asks about something that was planned, discussed, or happened during last visit*).
- Coach-teacher interactions are strengths-based and attentive to teachers' feelings, experiences, and individual needs.
- Coach frequently follows through with promised resources and other supports.
- Teacher seems to know that the coach will be responsive to communication and requests for support.

1.2 The coach develops and sustains a positive rapport with children, as appropriate, to support teacher learning and development.

- Coach-teacher relationship consistently allows for deep reflective conversations and constructive feedback. These habits consistently support significant changes in the teacher's practice.
- Coach always greets children in a way that is developmentally meaningful, speaking at eye level (when appropriate), and using eye contact, names, and an alert and genuine tone.
- Coach speaks to children with a strengths-based approach and is attentive to their feelings, experiences, and individual needs.
- Coach is sensitive and able to follow the child's lead as an example to the teacher.
- When modeling a component of the curriculum, the coach demonstrates strong practice (use of voice, composure, setting expectations, and knowledge of class habits) to inform a high level of implementation (uses appropriate objective, accurate setup of materials, procedures, and fidelity to intent of the curriculum).

2

Coach establishes, develops, and maintains quality coaching strategies.

2.1 The coach uses active listening techniques effectively—nods, inserts encouraging words, paraphrases, summarizes, clarifies meaning—all in order to encourage teacher sharing and direct conversation.

- Coach appears engaged and responsive during all interactions with teachers.
- Coach strives to remove static or distractions in order to be present, and has worked to determine active listening styles that work best for each teaching team.
- Coach follows each period of active listening with a paraphrase, summarization, or clarification.
- Coach communicates nonverbal encouragement through body language and facial expressions.
- The coach ensures that the teacher's experiences are the focus of the conversation, rather than the coach's.
- When the coach takes notes, the logistics are discussed and decided upon with the teacher so that it does not interfere with the process of active listening and instead is utilized as a tool.

2.2 The coach prompts inquiry—encourages teaching team to ask questions grounded in low-inference observations and to make connections to other domains and/or areas of the curriculum.

- Coach consistently uses opportunities to model and support teachers' development in recognizing the importance and use of low-inference observations.
- Coach invites teachers to share low-inference noticings and/or experiences. This may take place when coach is responding to a teacher-led discussion or it may be initiated by a coach.
- Teachers ask questions and share low-inference observations, thoughts, and experiences in connection to other domains and/or areas of the curriculum.
- Coach consistently encourages teachers to expand their ability and interest in making these connections (*by sharing low-inference observations, resources, and suggestions, as appropriate*). Coach consistently uses opportunities to help teachers set goals around integration.

2

Coach establishes, develops, and maintains quality coaching strategies.

2.3 The coach models reflective practice by asking thoughtful, probing, or clarifying questions responsive to teacher experiences and grounded in low-inference observations of students and teacher(s) (uses “I notice…” and “This matters because…” statements).

- Coach consistently plans for and models use of observational tools, such as anecdotal records, verbal flow, event count, time sample, or scripting during in-class coaching.
- Coach consistently uses notes to guide coach-team meeting and goal-setting process to impact teaching practice and/or student outcomes.
- Coach consistently supports the teaching team through reflection by asking open-ended questions. Coach encourages the teaching team to be aware, analyze, and plan by asking questions, such as:
 - Awareness: What did you try and why? How did it work out?
 - Analysis: How does that fit with what you planned to do? How do you feel about...?
 - Alternatives: What will you do differently next time? What other opportunities would be useful?
 - Action: How do you plan to learn more? What resources will you use next time?

2.4 The coach develops and sustains a positive rapport with children, as appropriate, to support teacher learning and development.

- Coach demonstrates confident and thoughtful use of the coaching strategies (see Appendix A) throughout the coaching session (both in-class coaching and coach-team meeting).
- Coach exhibits an understanding of and responsiveness to teacher readiness to change stages (see Appendix B for full list of teacher readiness stages).

3

Coach uses evidence-based reflection and feedback to support improvements in instructional practice and implementation of the curriculum.

3.1 The coach collects and uses various site-specific student data, including low-inference observations, record sheets, and photos to guide his/her conversation with teacher teams.

- Coach consistently uses notes from in-class experiences and discussions to plan and support teachers' needs.
- Coach skillfully models use of low-inference notes and other evidence. A coach may be observed taking notes in parallel with a teacher to compare what has been observed during an activity.
- Coach consistently uses notes and evidence (including concrete examples and/or quotes from observations) to guide coach-team meeting and goal-setting process to impact teaching practice and/or student outcomes.

3.2 The coach develops and sustains a positive rapport with children, as appropriate, to support teacher learning and development.

- Coach consistently uses a reflection form alongside teaching teams to reflect, discuss, and develop goals/action steps based on in-class experiences during and between each coaching session.
- Coach guides teachers toward setting appropriate goals based on students' abilities. S/he consistently references children's learning trajectories as captured in observations and low-inference notes in a way that is understandable to the teacher.
- Coach always follows up with any coaching support needed for goals, reminding teaching team of goals between visits.
- Coach always follows up on progress of goals during each visit and/or develops next steps with teacher.

3

Coach uses evidence-based reflection and feedback to support improvements in instructional practice and implementation of the curriculum.

3.3 The coach facilitates the teaching team's continued content knowledge development by sharing resources appropriate for teacher-identified focus area(s) and teacher team's developmental stage that translate to changes in teacher practice/habits.

- Coach is familiar with the coaching tools and is able to access them and share appropriately based on the needs of the teaching team.
- Coach scaffolds the level of support provided to teachers in accordance with their developmental stage/readiness (see Appendix B).

3.4 The coach observes and provides feedback to teacher on other domains of practice as they relate to the goal or objective of the coaching relationship (including classroom management as it relates to curricular implementation).

- Coach consistently provides feedback based on concrete examples of teaching practice in domains other than the content focus as observed during coaching sessions and as relevant to the objective of the coaching relationship.
- Coach consistently offers examples of practice that demonstrate appropriate connections to other domains and/or curricula. Further, coach includes actions and language examples relevant to all members of the teaching team during these discussions.
- Coach uses open-ended language and questions to guide discussions, such as:
 - "I noticed..."
 - "Tell me more...?"
 - "What have you noticed when...?"

4

Coach establishes and maintains strong, trusting relationship with the site leader in service of supporting teacher development and curriculum implementation.

4.1 The coach establishes and maintains open lines of communication with site leader to support teacher growth, differentiating outreach according to site-specific circumstances.

- Coach goes above and beyond to keep leaders aware of the happenings in the classroom as it relates to curriculum units and teacher/student progression, including:
 - Maintaining strong communication habits with site leader, including timely weekly emails regarding logistics (possible meeting times, schedule changes) and key coaching content information (curriculum notes, positive occurrences during coaching sessions).
- Coach consistently confirms leader's availability for coach-leader meeting prior to visit.

4.2 The coach uses evidence (observations, anecdotes, and teacher experiences) to discuss areas of strength and growth with site leadership.

- Coach consistently takes an organized set of notes (dated, labeled with goals) to aid in conversations with leaders.
- The coach notes always allow for organized, timely conversations that lead in a positive direction.

4

Coach establishes and maintains strong, trusting relationship with the site leader in service of supporting teacher development and curriculum implementation.

4.3 The coach shares relevant resources to support site leaders' knowledge of curriculum and adult development.

- Coach consistently and systematically shares curriculum resources to ensure the leaders are an integral part of the success in implementing a curriculum.
- Coaches consistently shares articles, outside resources (informational books) with leaders to support their curricular and teacher support knowledge.

4.4 The coach observes and provides feedback to leadership on other domains of practice as they relate to the focus or objective of the coaching relationship (teacher practice, classroom management, student engagement, pedagogy).

- Coach consistently identifies and leverages opportunities for growth in other areas through implementation of the curriculum (ex., identifies new transition activities like singing a song).
- Coach provides leader with low-inference observations and feedback on teacher practice and other areas that can be addressed through the curriculum.

5

Coach identifies and leverages opportunities to develop coaching practice and fulfills administrative and professional responsibilities.

5.1 The coach responds to constructive feedback in a professional manner, demonstrating initiative to apply feedback to practice, identifying individual professional goals, and actively taking steps to change habits and behaviors.

- Coach actively participates during formative assessment meetings, shares observations, and reflects thoughtfully about his/her strengths and challenges.
- Coach responds constructively and collaboratively regarding feedback. Coach thoughtfully incorporates feedback into practice. Coach is not defensive regarding feedback, but rather considers deeply the evidence in his/her coaching practice that informed particular feedback.
- Coach looks deeply into all aspects of his/her coaching practice and makes a specific plan to incorporate new coaching strategies where appropriate.

5.2 The coach completes documentation, observations, and follow-up emails within 48 hrs. Responds to email and returns deliverables in a timely manner.

- Coach consistently (with almost no exceptions) submits coaching survey within 24 hours of visit, sends emails to teaching teams at least 48 hours prior to visits, and follows up with emails to each individual teaching team within 48 hours of visit.
- Coach responds to communications with lead coach within 24 hours and follows up with any actions within 48 hours.
- Coach sends emails to teaching team that outline particular plans for the upcoming visit concisely, goals that were set at the previous visit, and times and expectations for classroom coaching and meetings. Follow-up emails are also concise. Email and text communications include all members of the teaching team.
- Coach's emails include the site leader for communication and to schedule meetings.

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Coach identifies and leverages opportunities to develop coaching practice and fulfills administrative and professional responsibilities.

5.3 The coach manages site logistics effectively and is communicative with site-based staff; navigates school schedules; and works with site leadership to ensure that visits and meetings with teachers and leaders occur.

- Coach makes every possible effort with site leadership to secure sufficient in-class coaching and time for teaching team meetings (not full cohort meetings).
- Coach makes every possible effort to secure and establish consistent contact with site leadership and uses other modes of communication to reach leaders in the case of barriers to in-person meetings.

5.4 Coach uses lead coach observations and feedback to reflect upon improvements to his/her own coaching practices.

- Coach creates a specific plan for improvement based on reflections on practice and feedback from lead coach.
- Coach shows improvement in areas of practice by making particular efforts based on reflections and lead coach feedback at the previous formative assessment meeting.

5.5 Coach demonstrates a collaborative and considerate relationship with colleagues.

- Coach is sensitive to and able to become part of the Bank Street culture, is reflective about participation style during group times, and finds ways to grow.
- Coach works collaboratively during supervision days, training days, and facilitation days.
- Coach is meaningfully engaged during case studies and other reflective opportunities.
- Coach is open to receiving feedback from other coaches and core team members and pursues input from those colleagues when necessary.

APPENDIX A

Coaching Strategies

Model

Coach plans ahead to demonstrate an activity or a teaching strategy as the teacher watches. The teacher then implements the same activity or strategy.

Collaborative Model

Coach steps in during an activity to model a more effective way to implement an activity or strategy.

Remind

Coach gives teacher reminders in the moment to help him/her execute more effectively.

Ongoing Narration

Coach labels out loud, in real time, the behaviors of the teacher and children in order to highlight how the teacher influences children's actions.

Immediate Reflection

Coach shares open-ended questions directly following an activity.

Observe

Coach observes the teacher to inform feedback and impact instruction.

Reflect and Plan

Coach works with the teacher to reflect on the activity/strategy and plan for the next one.



APPENDIX B

Teacher Stages of Developmental Readiness

Pre-contemplation

Teacher is not ready to make changes in his/her practice.

Contemplation

Teacher is thinking about making changes in his/her practice, but is overwhelmed by obstacles.

Preparation

Teacher is actively making a plan to make changes in his/her practice.

Action

Teacher is actively making changes in his/her practice.

Maintenance

Teacher is working to maintain changes in his/her practice.



Low-Inference Notes

Use this space to record teacher-child interactions in support of your coaching.