

# Checklist for Getting Coaching Cycles Up and Running

## Calibrating with the Principal

- Principal allocates time for the coach to partner with teachers.**  
*Be specific about what coaches will (and will not) be doing with their time.*
- Principal and coach define the coach's role.**  
*What's the purpose for coaching? Why is it important? What will the coach do?*
- Principal and coach describe how coaching aligns with other district initiatives.**  
*Make sure that teachers understand that coaching isn't "One more thing".*
- Principal describes the expectations for teacher participation.**  
*Who participates? What does participation look like? How much time will it take?*
- Principal describes how teachers will be provided with choice and ownership.**  
*How is coaching about more than compliance? How is choice provided to teachers?*
- Principal and coach define their roles.**  
*Where is there overlap? What is distinct?*
- Principal and coach meet on a weekly basis.**  
*How are the coaching cycles going? How can we align them with other PD opportunities?*

## Launching Cycles

- Coach captures openings from teachers (survey, letter, etc.) for the first round of coaching cycles.** *Who is ready to go?*
- Coach creates a schedule for the first round of coaching cycles.**  
*How will the coach spend his or her time for the next four to six weeks? Schedule the first round of coaching cycles on paper and share it with teachers.*
- Coach visits the classrooms of teachers who are in the first round of coaching cycles.**  
*Coach gets to know the teacher and students before coaching begins.*

## During Cycles

- Coach has a goal setting conversation with the teachers who are in the first round of coaching cycles.**  
*What are the teachers' goals for student learning? How will we pre-assess students?*
- Coach and teacher set agreements for how they will work together.**  
*How will we co-plan and co-teach?*
- Coach ends the first round of cycles with an exit interview.**  
*How did it go? What can I do differently next time?*
- Principal and coach determine how they will celebrate the impact of the first round of coaching cycles.**  
*How did the students and teachers grow? How can we use the Results-Based Coaching Tool?*
- Coach repeats the process for scheduling the next round of coaching cycles.** *How will we engage different teachers? How can the principal provide support and encouragement?*