simply COACHING

PLAN ACT REFLECT

A SIMPLE STRATEGY PACK FOR COACHES

Instructional Coaching Strategies



9 Strategy Cards · 9 Coach Guides · Color and Black & White

PREVIEW

Sample pages from the Instructional Coaching Strategies pack.
Pages are watermarked and shortened for this preview.

The full pack includes 9 Strategy Cards, 9 Coach Guides,
and a How to Use Guide, in color and black and white.

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Instructional Coaching Strategies

Nine coaching strategies for every stage of the coaching cycle: Plan, Act, and Reflect.

Welcome to your Instructional Coaching Strategies pack. These are the coaching moves you use with a teacher inside a coaching cycle. Each one has a one-page Strategy Card and a full Coach Guide, in color and in black and white.

The Nine Strategies

PLAN	ACT	REFLECT
Get the Move ready	Support the Move in the room	Turn evidence into the next Move
Co-Planning	Co-Teaching	Actionable Feedback
Student Evidence Analysis	In the Moment Coaching	Video Coaching
Instructional Rehearsal	Focused Snapshot	Data Reflection

What's in This Pack

PAGE	WHAT IT DOES
1 page each	The strategy on one page: what it is, when to use it, what to look for, the six steps, what it looks like in practice, and how to apply it in the cycle.

SAMPLE
simple Strategy Pack Preview

The full page is in the Strategy Pack

INSTRUCTIONAL COACHING STRATEGY CARD

Co-Planning



You and the teacher plan one Move together before it goes in front of students. The teacher leaves with a plan they can teach, and you leave knowing what to look for.

Key idea: The teacher makes the instructional decisions. You sharpen them.

USE IT WHEN

- The Move is chosen but the teacher is unsure how to fit it into a lesson.
- The teacher wants a thinking partner before trying something new.
- A past attempt fell flat and the plan needs tightening.

AGREE BEFORE YOU START

- The Move
- The lesson it lives in
- What students will do
- The evidence to gather
- When you will reflect

THE STEPS

1. **Name the Move and its purpose**
   "What do we want students doing differently, and why does it matter?"
2. **Place it in the Lesson**
   "Where in the lesson does this Move belong?"

The full page is in the Strategy Pack

INSTRUCTIONAL COACHING STRATEGY CARD

Focused Snapshot

ACT



You observe one short, specific part of the lesson and collect only the evidence tied to the Move. Nothing else goes on the page.

Key idea: [illegible]

USE IT WHEN

- The teacher has implemented the Move and wants to know how it is going.
- You need evidence for a REFLECT conversation.
- A Co-Teaching or In the Moment round is finished and the teacher is running the Move alone.

AGREE BEFORE YOU START

- The Move
- The one look-for
- What counts as evidence
- When you will come in
- When you will debrief

THE STEPS

1. [illegible] the Look-for

"What exactly do you want me to watch for?"

"What will I count, write down, or record?"

SAMPLE
simple Strategy Pack Preview

The full page is in the Strategy Pack

INSTRUCTIONAL COACHING STRATEGY CARD

Focused Snapshot

ACT



You observe one short, specific part of the lesson and collect only the evidence tied to the Move. Nothing else goes on the page.

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USE IT WHEN

- The teacher has implemented the Move and wants to know how it is going.
- You need evidence for a REFLECT conversation.
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AGREE BEFORE YOU START

- The Move
- The one look for
- What counts as evidence
- When you will come in
- When you will debrief

THE STEPS

1. [illegible] the Look-for

"What exactly do you want me to watch for?"

SAMPLE
Simple Strategy Pack Preview
SAMPLE
Simple Strategy P
SAMPLE
SAMPLE

The full page is in the Strategy Pack

INSTRUCTIONAL COACHING STRATEGY CARD

Data Reflection



You and the teacher look at the student results from the Move and decide whether to continue, adjust, or move on. The goal for the coaching cycle is the measuring stick.

Key idea: Did the [illegible] students did? That answer decides what comes next.

USE IT WHEN

- A Move has run long enough to produce student results.
- The coaching cycle is at a checkpoint or at the end.
- The teacher wants to know if the change is working.

AGREE BEFORE YOU START

- The data you will look at
- The goal it is measured against
- The baseline
- The decision you will make
- When the next PLAN happens

THE STEPS

1. Revisit the Goal
2. Examine the Data Against the Baseline

"What did we set out to change for students?"

"Where were students before we started?"

SAMPLE
simple strategy Back Preview
SAMPLE
simple Strategy P
SAMPLE
SAMPLE
Preview

The full page is in the Strategy Pack

INSTRUCTIONAL COACHING STRATEGY · COACH GUIDE

Focused Snapshot

ACT



A Focused Snapshot is a coaching strategy in which the coach observes one lesson segment of a lesson and collects only the evidence tied to the Move. The coach writes what teachers and students say and do, with no judgment and nothing outside the agreed look-for, and hands the evidence to the teacher the same day.

Key idea: One Move, one look-for, ten to fifteen minutes.

Strategy Purpose

Most observations collect too much. The coach sits for a full period, fills three pages, and the teacher receives a list that touches everything and changes nothing. A Focused Snapshot flips that. The teacher names the one thing they want to know about the Move, you watch for only that, and the evidence fits on one page. The teacher can use it the bottom of the following told, and the REFLECT conversation starts from what students did. It also takes fifteen minutes, which means you can do several in a week.

USE THIS STRATEGY WHEN

- The teacher has implemented the Move and wants to know how it is going.

PREPARE

- Agree on the look-for and the teacher's [illegible]

SAMPLE
Simple Strategy Pack preview
The full page is in the Strategy Pack

Using It With a Strategy Pack

When the Move comes from a Simple Strategy pack, use that pack's Snapshot Form. Its look-fors are already written word for word from the steps on the Teacher Card, so you and the teacher are watching for the same thing. Agree on the layer and the one evidence focus at the top of the form. The pack's

Core Coaching Skills

Narrowing to one look-for

You help the teacher turn a vague worry into something you can count, quote, or tally.

Writing what happened

You record words and actions, not opinions. Keep opinions out of the page. "Six of ten partners used the stem" is evidence. "Partner talk went well" is an opinion.

Staying in the window

You arrive for the part of the lesson that holds the Move and leave when it is over. Everything outside it stays off the page.

Handing it over

You give the teacher the evidence and ask what they see before you say anything about it.

How Is the Strategy Implemented?

SAMPLE
Simple Strategy Pack Preview
The full page is in the Strategy Pack

5 **Establish the Response**

Decide. Continue the Move as is, adjust it for the students who did not move, or move on to the next Move because this one did its job. Say the word.

PROMPT *"Do we continue, adjust, or move on to the next Move?"*

6 [illegible]

In Practice

A COACHING CYCLE SCENARIO

[illegible]

SAMPLE
Simple Strategy Pack Preview
SAMPLE
Simple Strategy P
SAMPLE
Layers of the Coaching Strategy

The full page is in the Strategy Pack