END OF YEAR MINI COURSE



Reflect on your role

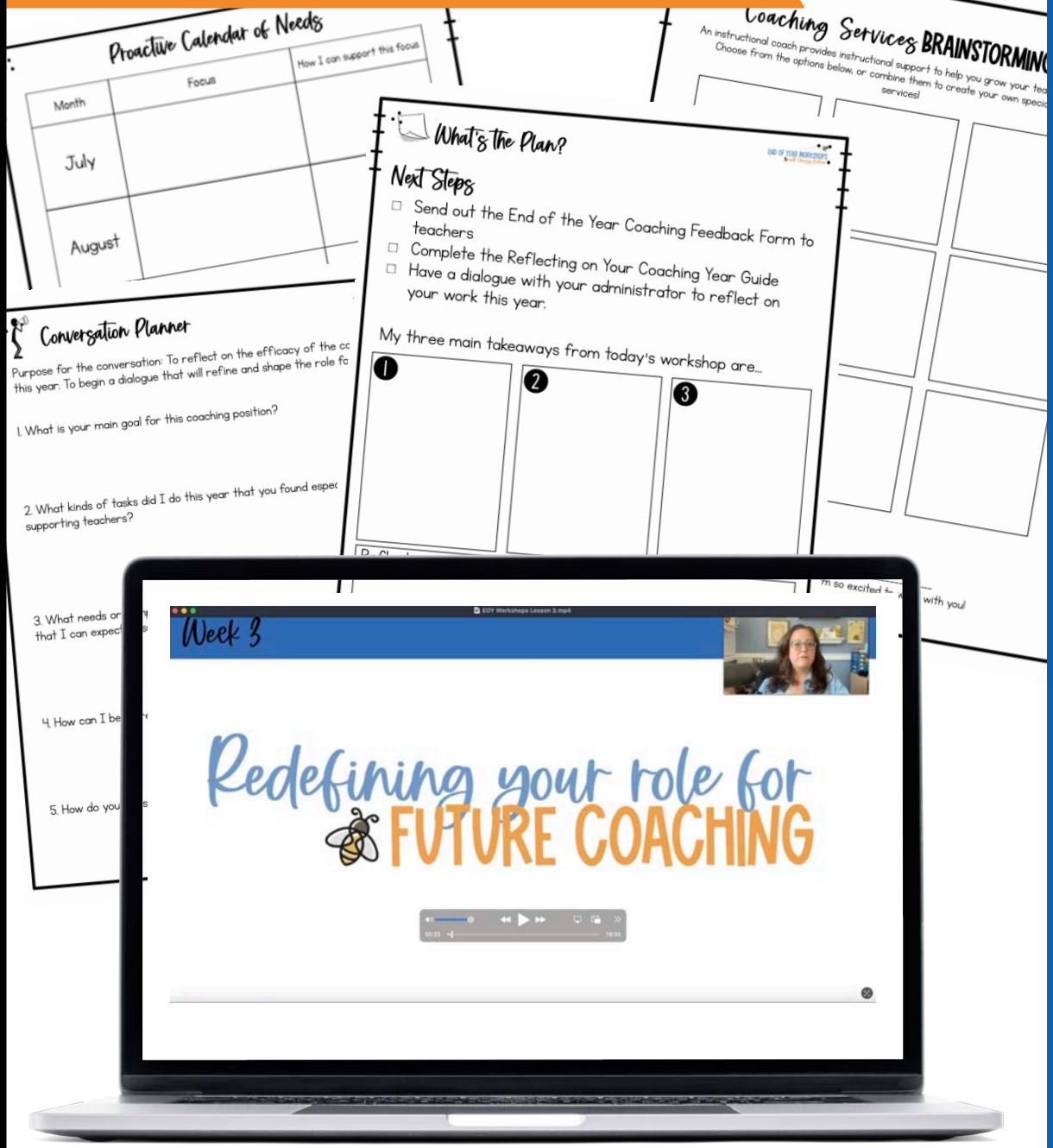
Build a growth plan

Prepare for next year

BUZZING with Ms. B

FOR INSTRUCTIONAL COACHING

What's in this resource?



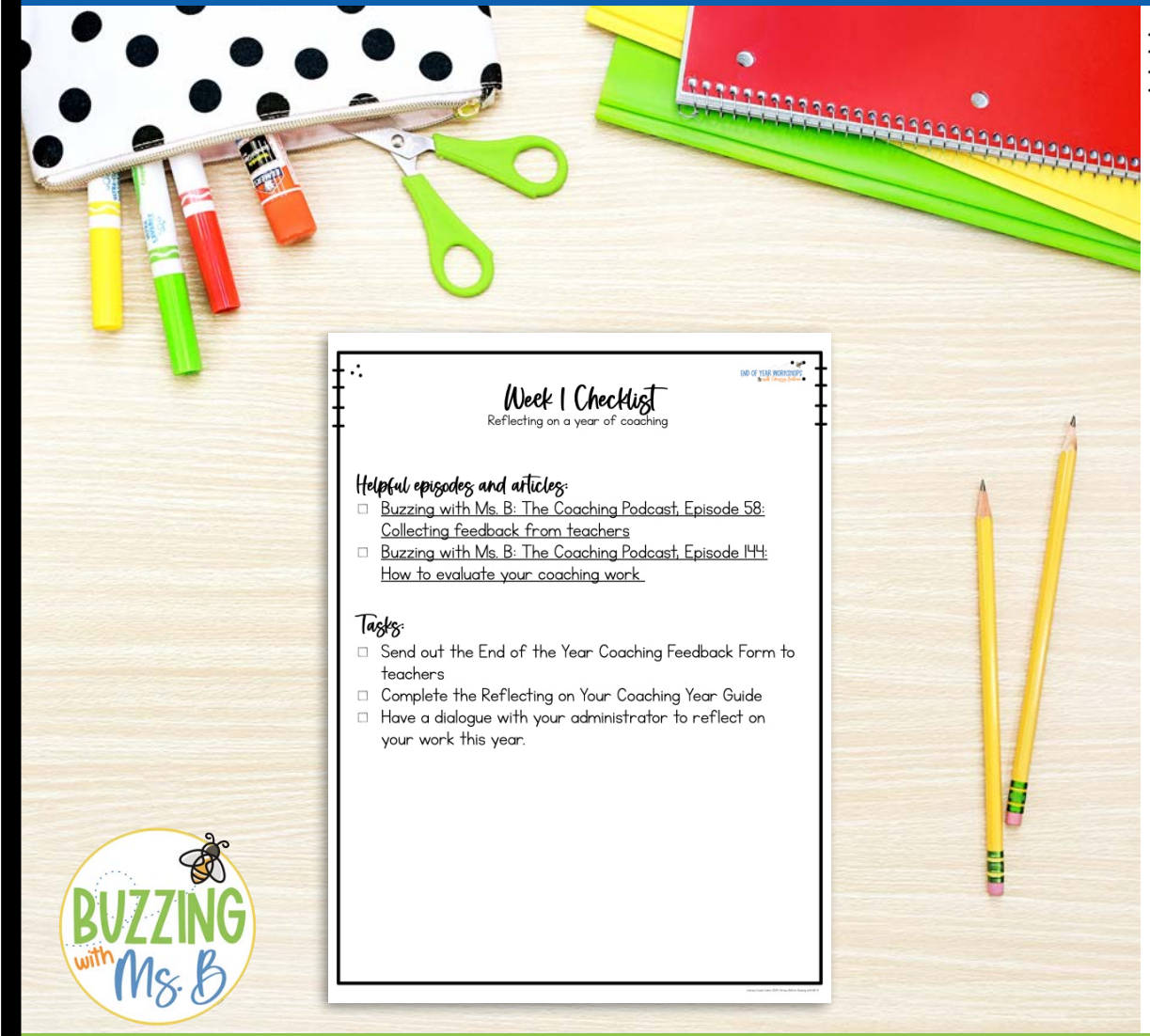
Four 10-15 minute videos:

- ✓Reflect on your coaching year
- ✓Making a plan for personal growth
- ✓Redefining your role for the coming year
- ✓Making a plan for future coaching

Printable/Editable Resources:

- ✓EOY Planning Booklet
- ✓Teacher Surveys
- ✓Editable Coaching Menu
- ✓Coaching Introduction Slide Show

LESSON 1: REFLECT ON YOUR COACHING



Week 1 Checklist

Reflecting on a year of coaching

Helpful episodes and articles:

- ☐ Buzzing with Ms. B: The Coaching Podcast, Episode 58: Collecting feedback from teachers
- ☐ Buzzing with Ms. B: The Coaching Podcast, Episode 144: How to evaluate your coaching work

Tasks:

- ☐ Send out the End of the Year Coaching Feedback Form to teachers
- ☐ Complete the Reflecting on Your Coaching Year Guide
- ☐ Have a dialogue with your administrator to reflect on your work this year.

EOY Coaching Survey

Name: _____

Grade: _____

What change did you make in your classroom this yea
good about?

As you reflect on your teaching this year, please des
like to grow in next year.

What type of coaching support did I provide this yea
you?

W
ne

rict initiatives do you see rising to the surface
ext year?

Conversation Planner

Purpose for the conversation: To reflect on the efficacy of the coaching role this year. To begin a dialogue that will refine and shape the role for the future.

1. What is your main goal for this coaching position?

2. What kinds of tasks did I do this year that you found especially effective in supporting teachers?

REFLECTING ON YOUR COACHING YEAR

The end of the year is a great time to stop and reflect. Where can you go next?

1. What went really well?
2. What didn't go very well?
3. In what part of my work did I feel uncomfortable?
4. Where are students showing instructional gaps... across the school? | across grade lev
5. What are my teachers' needs?
6. What are my teachers excited about?

What's the Plan?

Next Steps

- ☐ Send out the End of the Year Coaching Feedback Form to teachers
- ☐ Complete the Reflecting on Your Coaching Year Guide
- ☐ Have a dialogue with your administrator to reflect on your work this year.

My three main takeaways from today's workshop are...

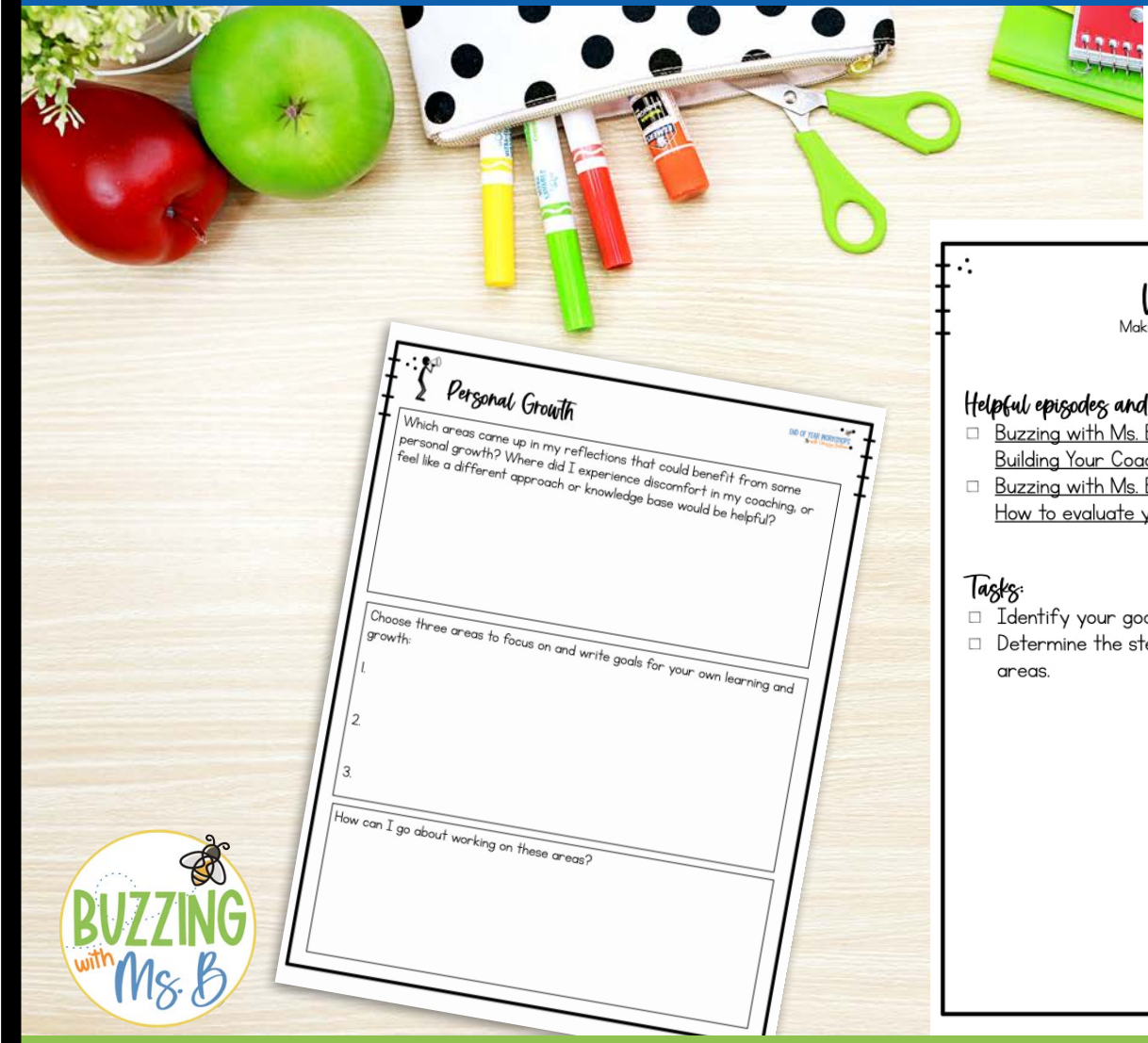
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Reflections

BUZZING with Ms. B

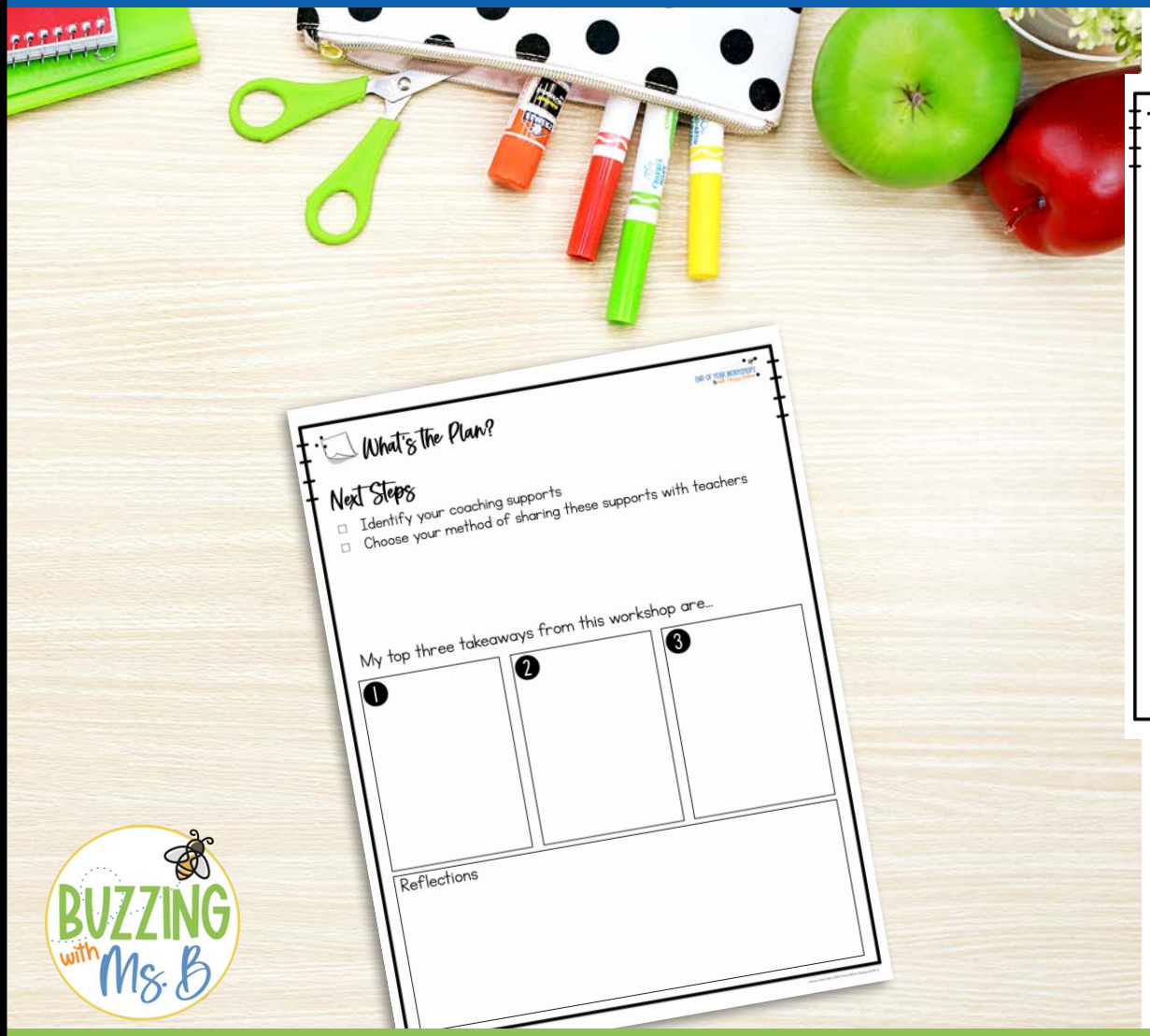
COLLECT FEEDBACK AND GET A CLEAR PICTURE OF COACHING

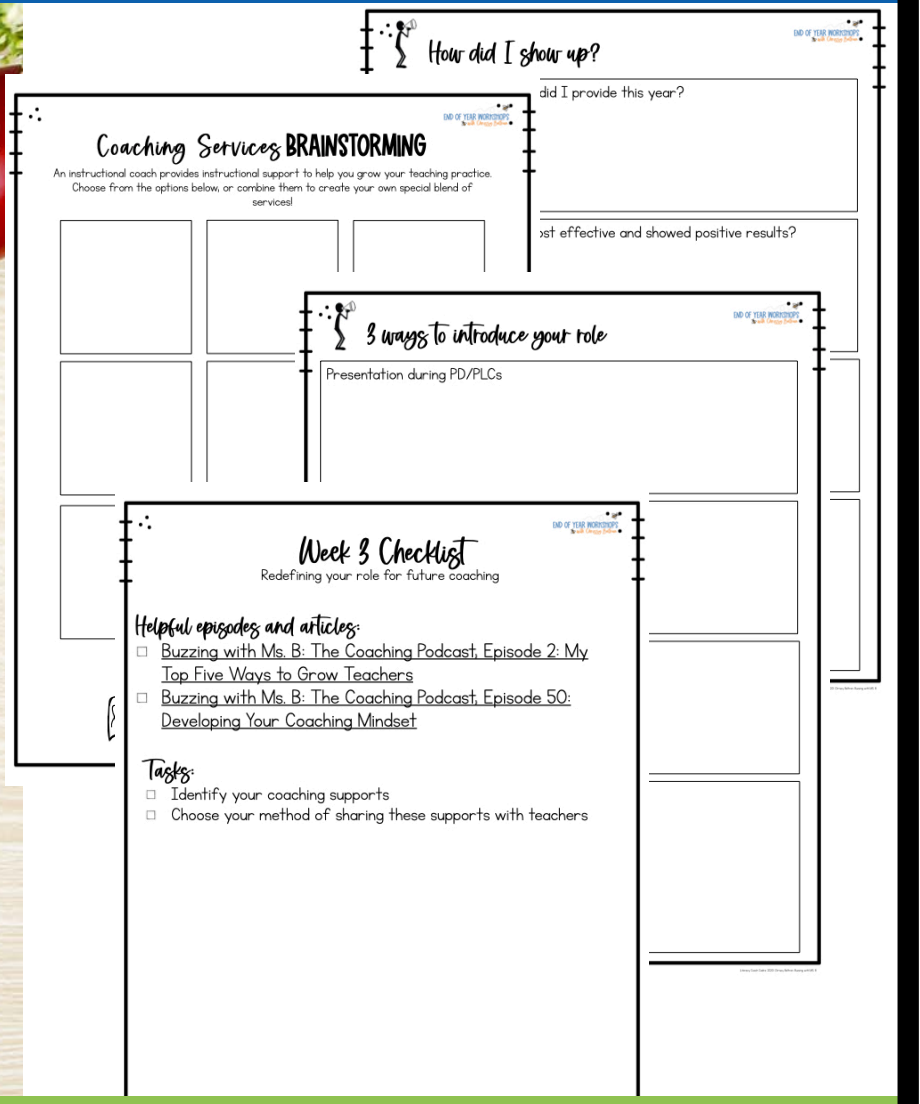
LESSON 2: MAKE A PLAN FOR PERSONAL GROWTH



IDENTIFY GROWTH AREAS, SET GOALS, AND MAKE A PLAN

LESSON 3: REDEFINING YOUR ROLE FOR NEXT YEAR





BUZZING with Ms. B

CHOOSE YOUR COACHING SUPPORTS AND MAKE A PLAN

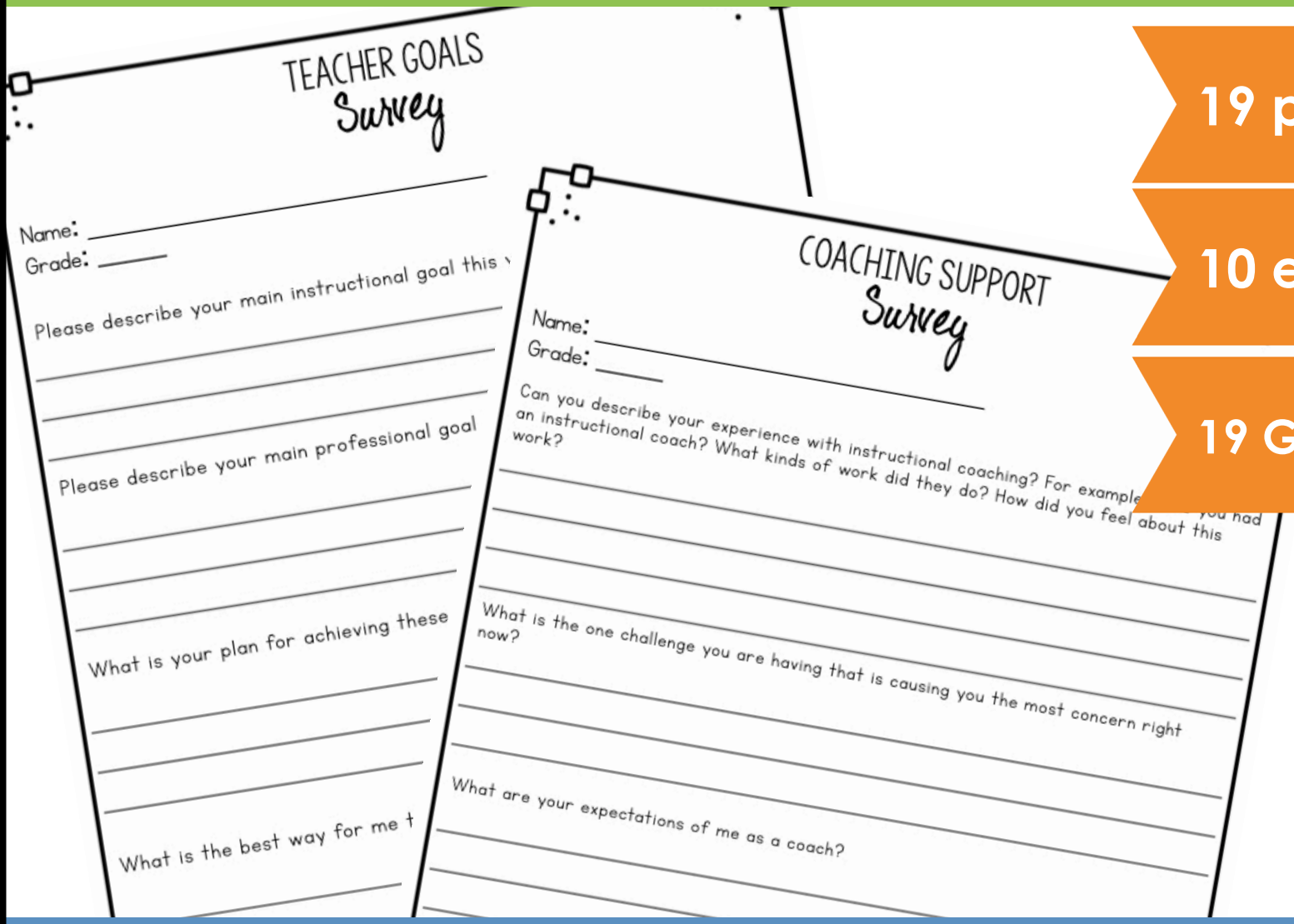
LESSON 4: MAKE A PLAN FOR FUTURE COACHING



BUZZING with Ms. B

CREATE GOALS AND BUILD YOUR PERFECT WEEK

INSTRUCTIONAL COACHING SURVEYS



19 printable surveys

10 editable surveys

19 Google Forms surveys

BUZZING with Ms. B

GET FEEDBACK FROM TEACHERS TO COACH THEM BETTER!

These surveys will help you...

- ✓Get to know your teachers
- ✓Figure out what support teachers need and want
- ✓Identify areas of strength & growth in content areas
- ✓Follow up on professional development
- ✓Plan better PLC topics
- ✓Check in on teachers easily



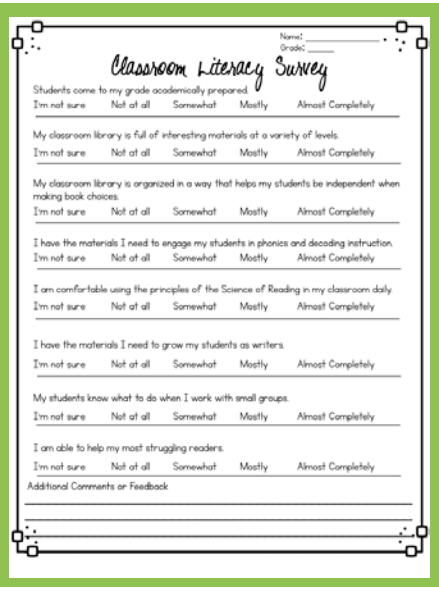
What surveys are included?



- ✓Teacher Goals Survey
- ✓Teacher Interest Survey
- ✓Coaching Support Survey
- ✓Focused Coaching Support Survey
- ✓Post-Coaching Cycle Survey
- ✓EOY Coaching Survey
- ✓Teacher Reflection Form
- ✓Post PD Survey

CONTENT AREA SURVEYS

LITERACY



Classroom Literacy Survey

Name: _____
Grade: _____

Students come to my grade academically prepared.
I'm not sure Not at all Somewhat Mostly Almost Completely

My classroom library is full of interesting materials at a variety of levels.
I'm not sure Not at all Somewhat Mostly Almost Completely

My classroom library is organized in a way that helps my students be independent when making book choices.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have the materials I need to engage my students in phonics and decoding instruction.
I'm not sure Not at all Somewhat Mostly Almost Completely

I am comfortable using the principles of the Science of Reading in my classroom daily.
I'm not sure Not at all Somewhat Mostly Almost Completely

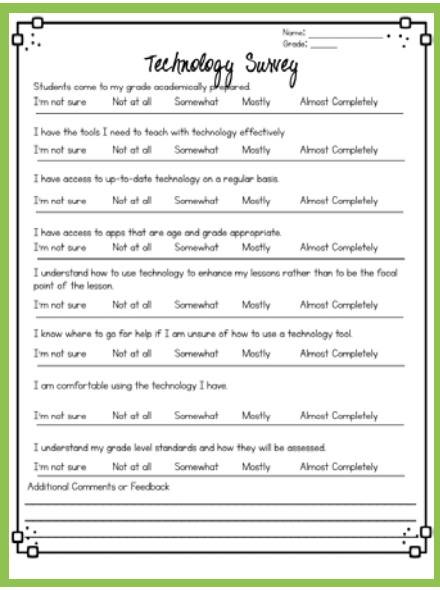
I have the materials I need to grow my students as writers.
I'm not sure Not at all Somewhat Mostly Almost Completely

My students know what to do when I work with small groups.
I'm not sure Not at all Somewhat Mostly Almost Completely

I am able to help my most struggling readers.
I'm not sure Not at all Somewhat Mostly Almost Completely

Additional Comments or Feedback

TECHNOLOGY



Technology Survey

Name: _____
Grade: _____

Students come to my grade academically prepared.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have the tools I need to teach with technology effectively.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have access to up-to-date technology on a regular basis.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have access to apps that are age and grade appropriate.
I'm not sure Not at all Somewhat Mostly Almost Completely

I understand how to use technology to enhance my lessons rather than to be the focal point of the lesson.
I'm not sure Not at all Somewhat Mostly Almost Completely

I know where to go for help if I am unsure of how to use a technology tool.
I'm not sure Not at all Somewhat Mostly Almost Completely

I am comfortable using the technology I have.
I'm not sure Not at all Somewhat Mostly Almost Completely

I understand my grade level standards and how they will be assessed.
I'm not sure Not at all Somewhat Mostly Almost Completely

Additional Comments or Feedback

MATH & SCIENCE



Math Survey

Name: _____
Grade: _____

Students come to my grade academically prepared.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have the materials I need to teach math effectively.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have manipulatives that are age and content appropriate.
I'm not sure Not at all Somewhat Mostly Almost Completely

Science Survey

Name: _____
Grade: _____

Students come to my grade academically prepared.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have the materials I need to teach science effectively.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have hands-on lab materials that are age and content appropriate.
I'm not sure Not at all Somewhat Mostly Almost Completely

I understand my grade level standards and how they will be assessed.
I'm not sure Not at all Somewhat Mostly Almost Completely

I am comfortable with my knowledge of science instruction (I understand the concepts and how to teach them.)
I'm not sure Not at all Somewhat Mostly Almost Completely

My students are familiar with the scientific method.
I'm not sure Not at all Somewhat Mostly Almost Completely

My students know what to do when I work with small groups.
I'm not sure Not at all Somewhat Mostly Almost Completely

I am able to help my most struggling scientists.
I'm not sure Not at all Somewhat Mostly Almost Completely

Additional Comments or Feedback

SOCIAL STUDIES



Social Studies Survey

Name: _____
Grade: _____

Students come to my grade academically prepared.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have the materials I need to teach social studies effectively.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have social studies literature that is age appropriate.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have social studies literature that is historically accurate.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have social studies literature that is representative of different voices throughout history.
I'm not sure Not at all Somewhat Mostly Almost Completely

I have social studies literature that is varied and engaging.
I'm not sure Not at all Somewhat Mostly Almost Completely

I am comfortable with my knowledge of social studies instruction (I understand the concepts and how to teach them.)
I'm not sure Not at all Somewhat Mostly Almost Completely

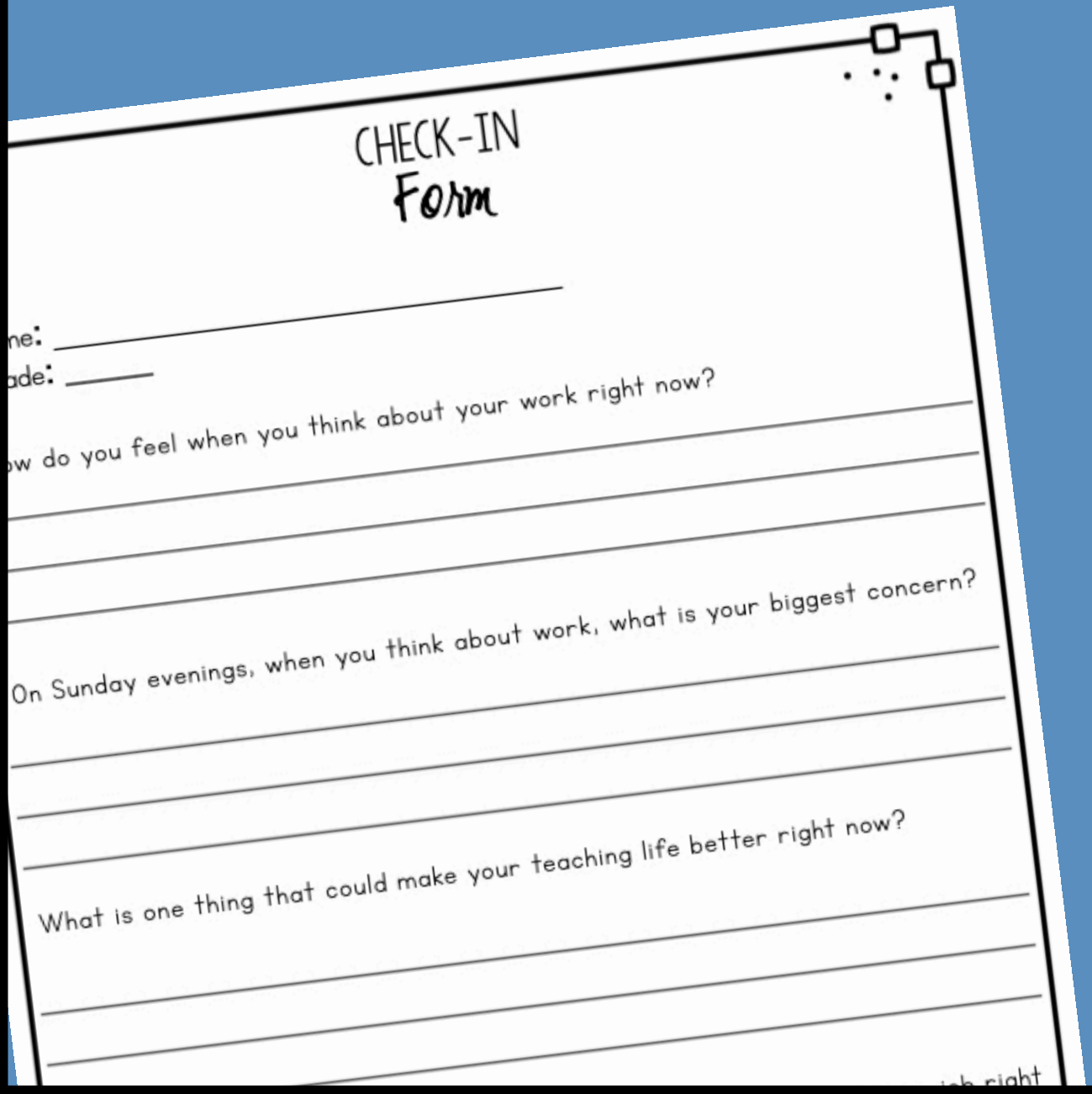
I understand my grade level standards and how they will be assessed.
I'm not sure Not at all Somewhat Mostly Almost Completely

Additional Comments or Feedback

BUZZING with Ms. B

CHECK IN AND SEE WHAT TEACHERS NEED HELP WITH!

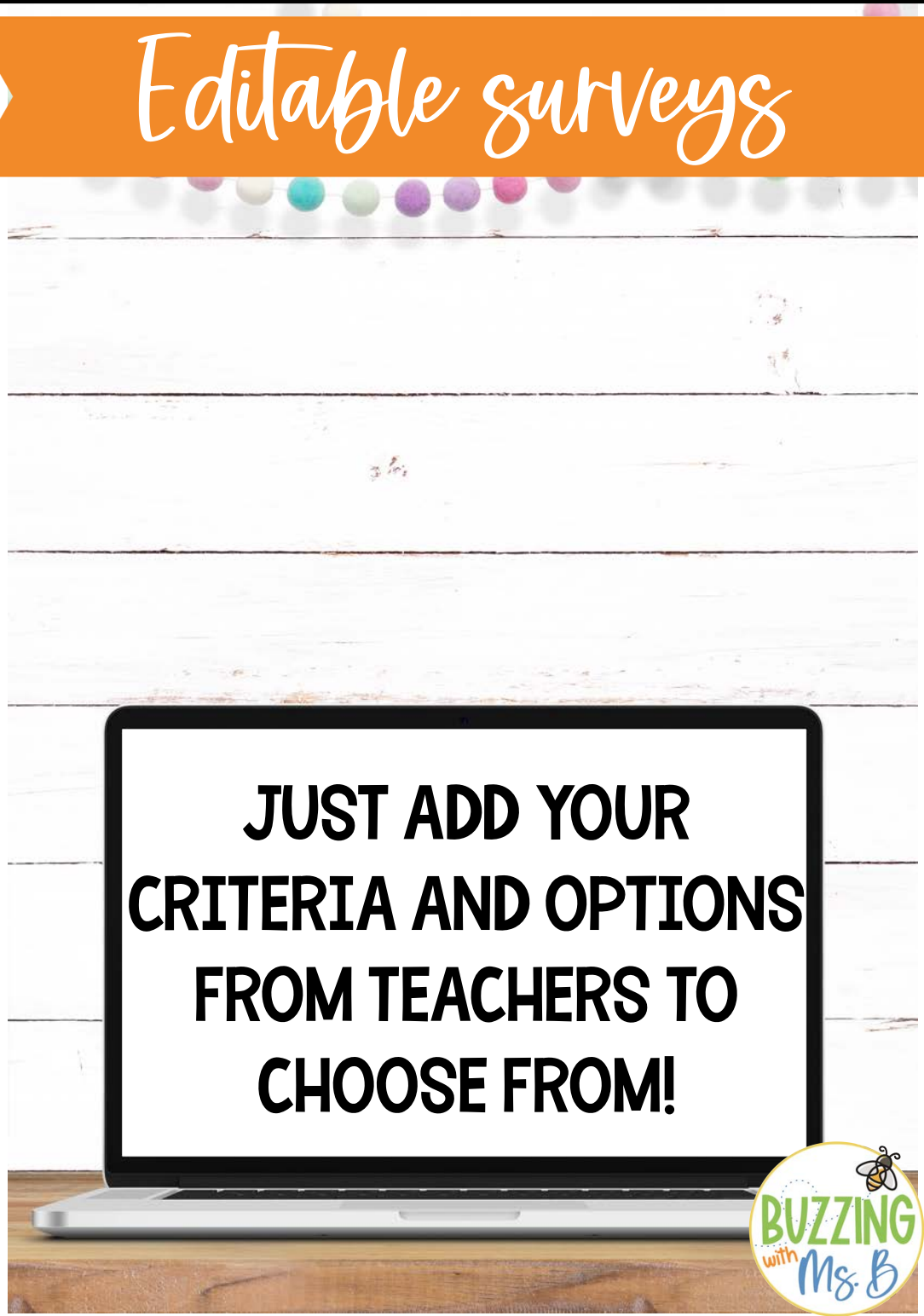
Check-in forms: full and half-sheet!





Editable surveys

- ✓Customized Support Survey
- ✓Literacy Survey
- ✓Math Survey
- ✓Science Survey
- ✓Social Studies Survey
- ✓Technology Survey
- ✓Working Towards Initiatives
- ✓PD Interest Survey
- ✓Check-In Dots
- ✓How's It Going?



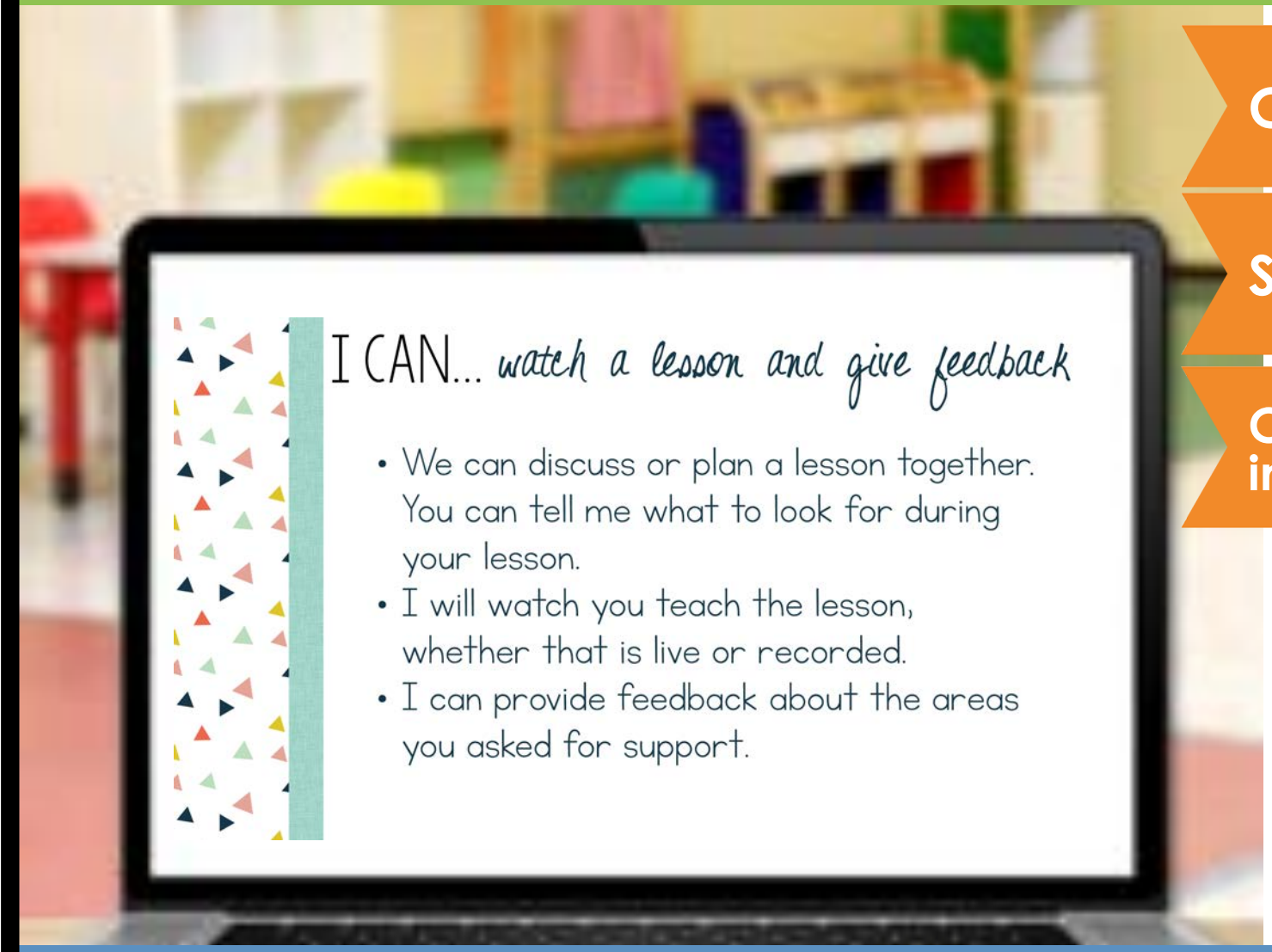
WHAT COACHES ARE SAYING

"Great resource to survey staff and see the needs of the school community. Perfect for planning the upcoming school year professional development."

"This is a great purchase for instructional coaches. It gives you documentation that you have with other teachers without having the "Formal Observation" tools that principals utilize. I love that you can use it on google drive or edit and then print from PDF format."

BUZZING with Ms. B

MEET THE COACH TOOLKIT



- Coaching menu
- Slide show
- Coffee with the Coach invitations

BUZZING with Ms. B

INTRODUCE YOUR ROLE TO TEACHERS

What's in this resource?



- ✓Coaching introduction slide show (Google slides & PowerPoint)
- ✓Coaching menu template - editable
- ✓Guide - introducing your coaching role
- ✓Invitations for Coffee, Cupcakes, or Cookies with the Coach event

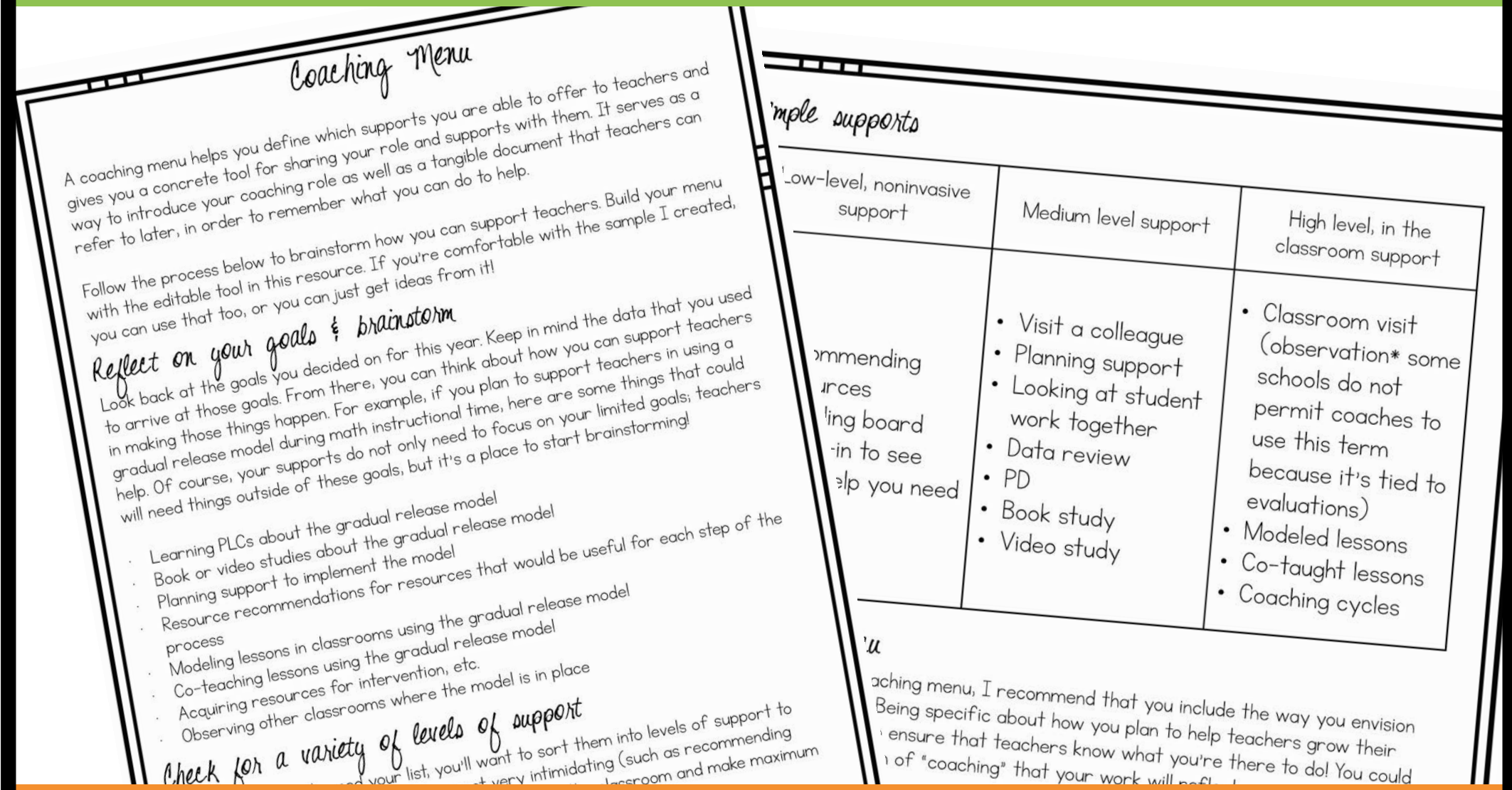
BUZZING with Ms. B

This slide show, menu, and invitations will help you . . .

- ✓Identify the kinds of support you want to provide to teachers
- ✓Introduce you and your role to your teachers
- ✓Explain how you can help
- ✓Plan a fun “introducing you role” event



COACHING MENU GUIDE



Coaching Menu

A coaching menu helps you define which supports you are able to offer to teachers and gives you a concrete tool for sharing your role and supports with them. It serves as a way to introduce your coaching role as well as a tangible document that teachers can refer to later, in order to remember what you can do to help.

Follow the process below to brainstorm how you can support teachers. Build your menu with the editable tool in this resource. If you're comfortable with the sample I created, you can use that too, or you can just get ideas from it!

Reflect on your goals & brainstorm

Look back at the goals you decided on for this year. Keep in mind the data that you used to arrive at those goals. From there, you can think about how you can support teachers in making those things happen. For example, if you plan to support teachers in using a gradual release model during math instructional time, here are some things that could help. Of course, your supports do not only need to focus on your limited goals; teachers will need things outside of these goals, but it's a place to start brainstorming!

- Learning PLCs about the gradual release model
- Book or video studies about the gradual release model
- Planning support to implement the model
- Resource recommendations for resources that would be useful for each step of the process
- Modeling lessons in classrooms using the gradual release model
- Co-teaching lessons using the gradual release model
- Acquiring resources for intervention, etc.
- Observing other classrooms where the model is in place

Check for a variety of levels of support

...your list, you'll want to sort them into levels of support to ... very intimidating (such as recommending ... classroom and make maximum

...mple supports

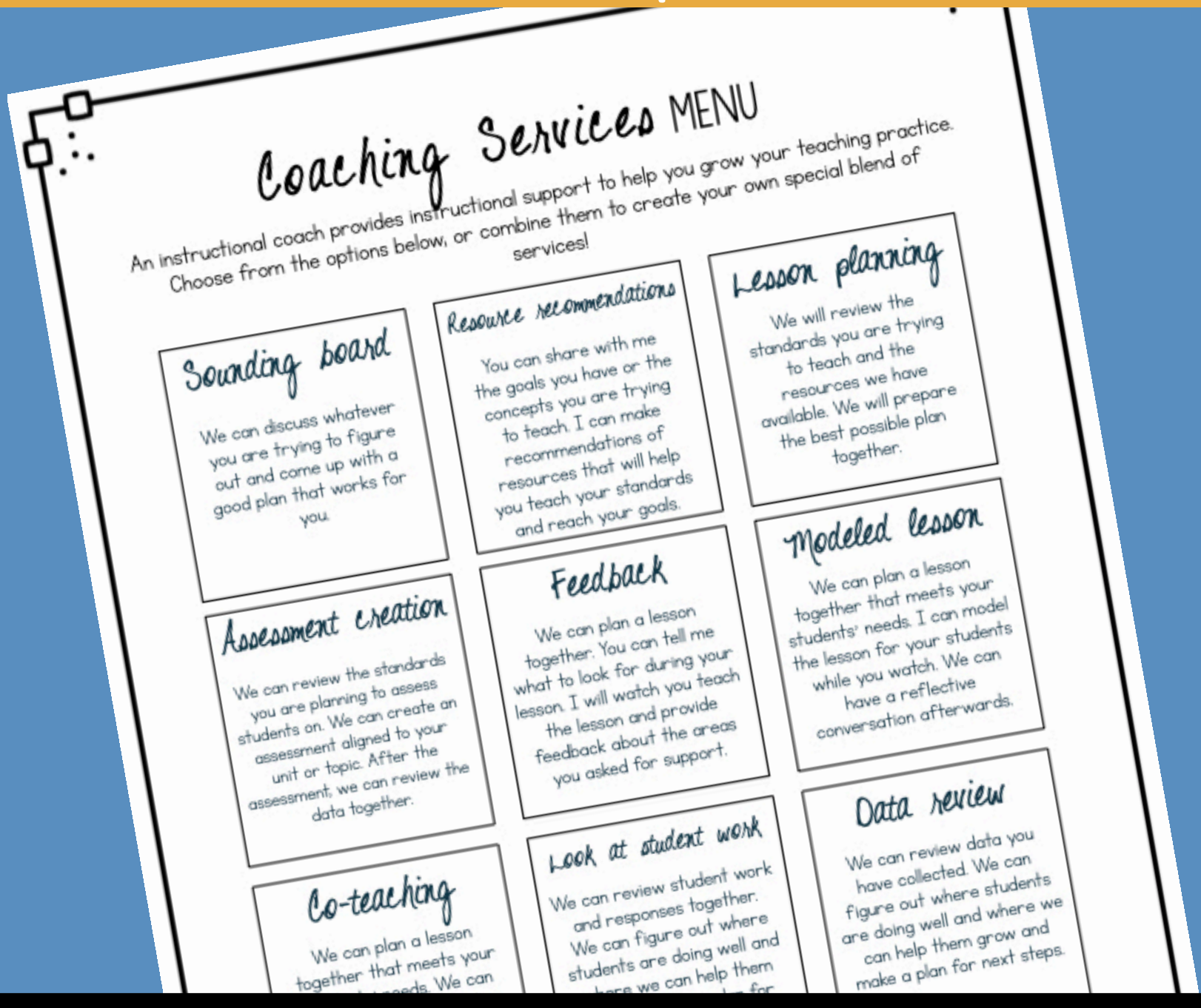
...ow-level, noninvasive support	Medium level support	High level, in the classroom support
...mmending ...rces ...ing board ...in to see ...lp you need	• Visit a colleague • Planning support • Looking at student work together • Data review • PD • Book study • Video study	• Classroom visit (observation* some schools do not permit coaches to use this term because it's tied to evaluations) • Modeled lessons • Co-taught lessons • Coaching cycles

...u

...aching menu, I recommend that you include the way you envision ... Being specific about how you plan to help teachers grow their ... ensure that teachers know what you're there to do! You could ... of "coaching" that your work will ...

CHOOSE THE STRATEGIES THAT WORK BEST FOR YOU!

Add your own supports to the menu



BUZZING with Ms. B

PICK FROM 32 SLIDES





ADD YOUR OWN WITH THE TEMPLATES

What's in this resource?



- ✓Coaching introduction slide show (Google slides & PowerPoint)
- ✓Coaching menu template - editable
- ✓Guide - introducing your coaching role
- ✓Invitations for Coffee, Cupcakes, or Cookies with the Coach event

BUZZING with Ms. B

Introduction slide



Host a special event

- ✓Introduce yourself to teachers
- ✓Get to know them and their goals
- ✓Share about what you can do to partner with them

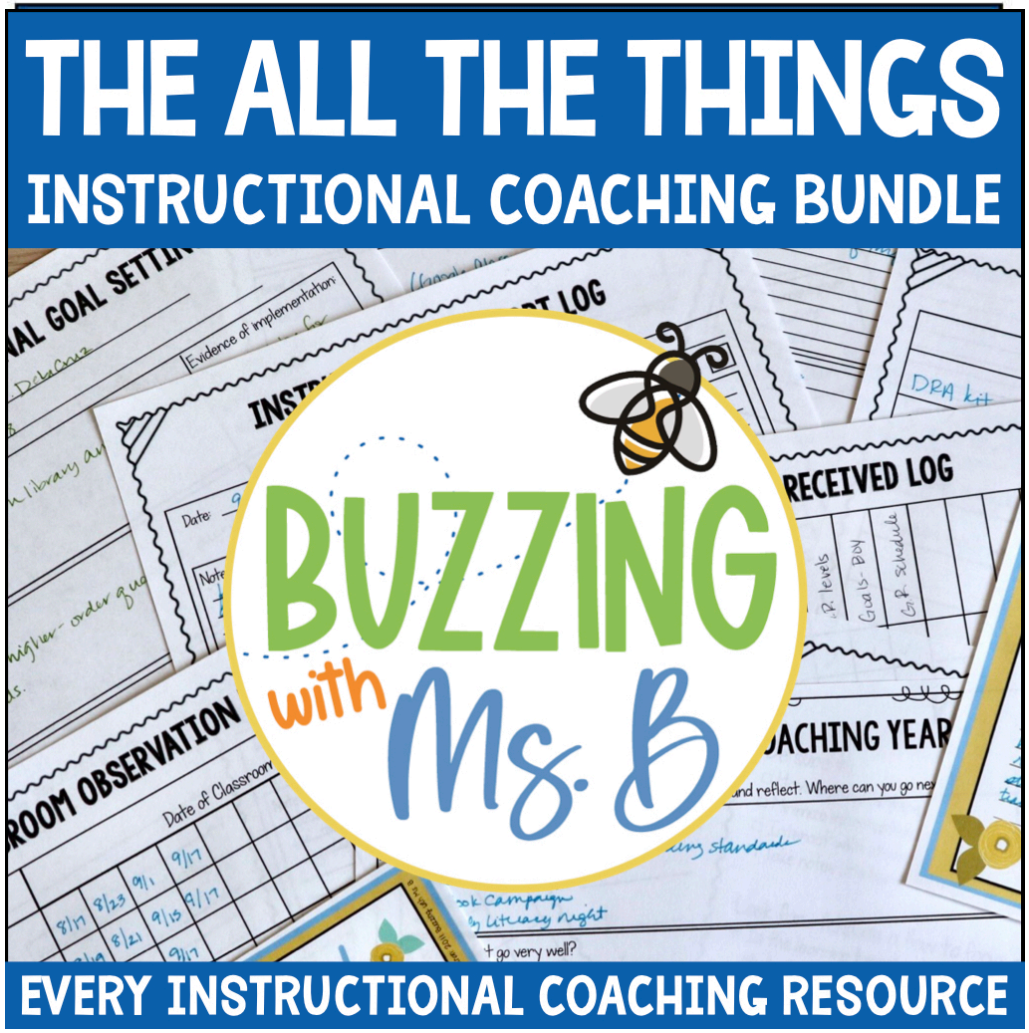
Editable invitations: choose from three themes/ styles

Add your own information and send it to teachers!





Get this resource in the "ALL THE THINGS INSTRUCTIONAL COACHING BUNDLE"



This bundle includes all of my instructional coaching resources:

- ✔ Editable & Printable Coaching Cycle Forms
- ✔ Coaching Binder
- ✔ Meet the Coach Slide Show
- ✔ Observation Guides & Forms
- ✔ Professional Development Materials
- ✔ PLC Agendas & Forms

& so much more! Get the All the Things Bundle today and save!