



Coaching working agreement

Teacher or code: _____ Coach: _____ Date: _____

Agree on the teacher's chosen focus, coach role, practical arrangements and access to notes. Revisit the agreement if any of these change.

Teacher-chosen focus and strengths

What teaching or learning question is worth examining? What already works and should remain?

Roles during the work

What support is welcome: planning, observing, demonstrating or reviewing work? What should the coach avoid doing?

Note audience and storage

Name intended readers, approved storage and local reporting requirements. Clarify any evaluation role and limits on confidentiality.

Review before sharing

What may be shared, with whom and for what purpose? Agree on teacher review before an optional summary is shared.

Time and contact arrangements

Choose a preparation window, conversation time and contact method. How can either person request a change?

Confirmation and next review

Record teacher and coach confirmation, the date and when to revisit the agreement.



Coaching conversation record

Teacher or code: _____ Coach: _____ Date: _____

Discuss a small amount of evidence with the teacher and leave with one agreed action. Use before a try or after a return check.

Begin with the teacher's view

What worked? Which part of the lesson, exchange or student work should we revisit?

Evidence examined

Record exact observations or relevant work excerpts. State what was reviewed and what is missing.

Interpretations to check

What might explain the evidence? What context did the observer miss? Keep interpretations separate from observations.

Teacher-selected action

What is one useful change? What idea, practice or student strength should be preserved?

Support and response opportunity

Who will prepare what? How will students or the teacher have time to use the support?

Return arrangement

What evidence will we examine next, when and with whom? Confirm that the plan fits the teacher's priorities.



Coaching week planner

Teacher or code: _____ Coach: _____ Date: _____

Protect time for preparation, classroom support and a return conversation. Teachers may collect agreed work or observations between coach visits.

Focus and priority

Teacher or team, subject, class and the one question this week's support addresses.

Preparation

Task, work samples, materials, access arrangements and school coordination needed.

This week's plan

List date, support or observation, owner and evidence to gather. Include the return conversation.

If plans change

How will we contact each other and replace a missed check? Label unavailable evidence as not collected.

Ready for the return

What evidence is available? What still needs collecting, and who confirms the next date?

Teacher feedback and coach reflection

Teacher or code: _____ Coach: _____ Date: _____

Ask whether the coaching support was useful and use the response to improve the partnership. Keep teacher feedback about the coach separate from evidence of student learning.

Usefulness of the support

Which preparation, visit or conversation helped? Which part was less useful?

Teacher choice and communication

Did the teacher shape the focus and action? What should change about listening, questions or communication?

Time and classroom fit

Did the support fit the teacher's workload and students' needs? What would make it easier to use?

Evidence and remaining questions

What do observations and work show? What still needs examining? Satisfaction and learning evidence answer different questions.

Coach reflection

Where did I listen carefully or assume too much? What will I change next time?

Future support

Continue, pause or change focus? Record the teacher's preference and the agreed arrangement.

Optional coaching summary

Teacher or code: _____ Coach: _____ Date: _____

Share agreed next steps with an authorized reader after teacher review. Include no student names, codes or identifiable work excerpts.

Focus and dates

Name the agreed teaching or learning focus and the dates covered.

Action and support provided

What did the teacher try? What preparation, observation or follow-up did the coach provide?

Evidence and context

Summarize relevant class or group information. State what was reviewed and what remains unanswered; keep individual records local.

Next step and resources needed

Record the action, owner, next check and any time, materials or school support needed.

Teacher review and intended reader

Record review date, agreed recipient, purpose and sharing limits. Use approved school storage and required reporting procedures.

Debrief in 10

Teacher or code: _____ Coach: _____ Date: _____

Use after an agreed observation or work check. Keep the note with agreed readers. Use detailed C02 when more context is needed.

Evidence / about 3 minutes

What did we notice? Include whose work or responses were reviewed, any help and what remains unknown.

One change / about 5 minutes

What does the teacher choose to try? Record the owner and needed support.

Next date / about 2 minutes

When will we look again, and what will we collect? Link to the focus record instead of copying a full plan.

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Debrief in 10

Teacher or code: _____ Coach: _____ Date: _____

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Evidence / about 3 minutes

What did we notice? Include whose work or responses were reviewed, any help and what remains unknown.

One change / about 5 minutes

What does the teacher choose to try? Record the owner and needed support.

Next date / about 2 minutes

When will we look again, and what will we collect? Link to the focus record instead of copying a full plan.