SECONDARY INSTRUCTIONAL COACHING / MANAGEMENT SECTION

FOR COACHES & MENTORS SUPPORTING SECONDARY TEACHERS

CLASSROOM MANAGEMENT COACHING

Turn a classroom moment into a useful next step.

9:12 — **The start cue**

Learners ask where to find the task.

9:12:25 — **Directions repeated**

The teacher gives the directions again.

9:13:30 — **A defined snapshot**

10 of 22 observed learners have started.

FICTIONAL OBSERVATION FROM THE COMPLETED TOOLS

6 Management tools. 3 worked cases.

Use with Shared Coaching Core C01-C05.

POLE MOUNTAIN LEARNING

AGREE

Choose one focus.

OBSERVE

Record the moment.

TRY

Teach and rehearse.

RETURN

Check and adjust.

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AGREE | OBSERVE | TRY | RETURN

Management section

For coaches and mentors supporting secondary teachers

Use a teacher-chosen classroom moment to plan, observe, try and return. The records support professional learning and local decisions; they are not a teacher evaluation instrument.

What this section provides

Six editable and printable Management tools M01-M06, used with the five Shared Coaching Core forms C01-C05, and three original fictional secondary cases. The core also includes optional compact C02B for a ten-minute debrief.

Begin with a manageable conversation

The separate one-page Classroom Management teacher introduction explains the work and provides a 30-minute team option. For an individual debrief, record one observation, one agreed change and the next date.

Use the shared core once

C01 sets the agreement and note audience. C02 records the conversation; C02B is its optional short version. C03 protects time, C04 asks for teacher feedback and coach reflection, and C05 supports an agreed summary after teacher review.

Original content and professional context

Management is one section of the broader coaching toolkit. Pole Mountain Learning forms and fictional cases reflect Mike McManamen’s coaching experience. Acknowledgments and further reading appear on page 18; toolkit-level Terms of Use apply. All example people, dialogue, dates and results are fictional.

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Start with the smallest useful record

A teacher may need a short planning conversation and a five-minute observation, not every form. Agree on the focus and arrangements first. Collect initial evidence, plan a teachable response and schedule the return visit before leaving.

Need	Management focus tool
Choose a measurable classroom moment	M01 Classroom moment focus
See a short sequence in context	M02 Routine observation notes
Repeat a count or elapsed-time check	M03 Start and transition record
Demonstrate and rehearse a routine	M04 Routine teaching plan
Listen to a learner and coordinate support	M05 Student perspective and support
Compare initial and return evidence	M06 Follow-up comparison

Shared Coaching Core: C01 working agreement; C02 conversation; C03 week planner; C04 teacher feedback and coach reflection; C05 optional teacher-reviewed summary. Blank C01-C05 forms are in the separate Shared Coaching Core PDF and Word files.

Tags at the top of each page show which tools it uses.

> **Where to find examples**
> Cases: pages 9-16. Nine completed examples: pages 20-28. Core examples C01 p20, C02 p25, C04 p27, C05 p28; Management examples M01 p21, M02 p22, M03 p23, M04 p24, M06 p26. M05 has no completed example because it depends on local student-support records; C03 is your own schedule.

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Make the coaching purpose clear

CHOOSE TOGETHER

One moment to improve. One successful routine to preserve.

AGREE ON ACCESS

Name the readers, storage and any required reporting.

FIT THE SCHOOL DAY

Choose a short visit and a realistic return check.

Begin with the teacher’s priorities

Ask which moment feels hardest and which routines already work. Agree on what the coach will watch and what help is welcome. Record the arrangement in C01. Ask before moving from observation to demonstration.

> **Before recording anything**
> Explain who can see notes, where they will be stored and what must be reported. If the coach also evaluates staff, make that role clear. Do not promise absolute confidentiality.

Make the schedule workable

Use C03 to fit visits and preparation around the teacher’s schedule. The teacher can collect an agreed snapshot when the coach cannot visit. Label missed checks as not collected and arrange another time.

> **Keep records proportionate**
> Use only information needed for the focus, student codes where appropriate and approved school storage. Record successful actions as well as difficulties.

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Record actions before interpreting them

A useful definition identifies something another observer could see or hear and count or time. Describe the action without assuming a motive. For example, record that a learner asks where to find the task; do not write that the learner is avoiding work. IRIS provides further guidance on defining and measuring behavior (page 18).

Question	Record
Did the routine begin by the agreed moment?	Count how many started and how many were actually observed.
How long did a defined transition take?	Elapsed seconds from the same cue to the same endpoint.
What occurred around a difficulty?	Time-stamped notes on directions, actions and adult responses.

Label the observation coverage

State what you are counting: students, groups or events. Keep present, observed, absent and outside-view counts separate. A count of 10 starts among 22 observed learners is 45.5%; it is not 10 out of everyone enrolled. Never enter a missing observation as zero.

Compare like with like

Use the same definition, cue, time window and observation method. Note differences in task difficulty, access supports, attendance and observer. Check the numbers across visits using the data note below.

> **For coaches who track data**
> Across visits, add all starts and divide by all students observed on those visits. These are repeated student checks, not different students. Do not average daily percentages when the numbers observed differ. A start count does not measure response quality or individual growth.

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Teach the routine you want to see

Use M04 to prepare the conditions, show a small set of actions and give students a chance to practice. Make the first step available at the moment students need it. A direction students cannot read, locate or carry out will need an access solution.

PREPARE

Make the first step and materials easy to find.

SHOW + PRACTICE

Model the action, then let students rehearse.

SUPPORT + RETURN

Offer help, observe and adjust together.

Example routine for independent work

Before the cue, make the task and materials easy to locate. Show how to find the first question and begin a relevant response. Rehearse with a low-stakes example. Include the planned alternative response formats and explain how to request help.

Example routine for group discussion

Show the opening sequence using one group: find the source, decide who will start and read or communicate the first task. Let groups rehearse before the content discussion. A visible role card can help only if learners understand how to use it.

Build in a way to rejoin

Plan what happens when a learner misses the directions, lacks materials or needs a different response format. Give a brief private reminder or reteach the step. Keep an appropriate route back into the task. Do not make participation depend on eye contact, stillness or one physical response format.

> **Check access before adding pressure**
> Ask whether directions, materials, language, task difficulty or existing disability supports are affecting participation. Preserve required accommodations and consult the appropriate school staff when additional support is needed.

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Choose a response that fits the evidence

Try one manageable change first so the teacher can tell whether it was actually used. The options below are examples to discuss, not a scripted program or a guaranteed solution. Positive and proactive classroom practices are discussed by the Center on PBIS (page 18).

Observation to investigate	Possible teaching or environmental response
Several learners cannot locate the first task	Place the first step where it will be used; demonstrate finding it.
Materials delay an otherwise understood routine	Arrange a practical access route and teach how to obtain materials.
Groups wait for repeated role directions	Demonstrate the opening roles and rehearse before assigning the content task.
A learner can state the step but cannot complete it	Check task accessibility and existing supports; offer a workable route.
A routine works for some learners but not others	Invite learner perspectives privately; coordinate additional school support.

Check what was implemented

Record whether the demonstration, rehearsal, reminder and access supports occurred. If the plan was not carried out, gather that information before judging student response. If it was carried out and the concern persists, revise the plan with the teacher.

> **Keep expectations useful**
> Choose a local aim after reviewing initial observations. The fictional 70% target in the example is a teacher-selected planning aim. It is not a validated benchmark, a teacher rating or a student mastery threshold.

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Respond respectfully and listen to students

A quiet prompt to try
The first question is here. Would it help to read it together or use your planned response option? Give processing time, then check back privately.

NAME THE NEXT STEP

Describe the action without a character judgment.

LISTEN FIRST

Ask what makes the routine difficult to enter.

HELP THEM REJOIN

Offer a usable option and a private follow-up.

Recognize actions without comparing students

Notice locating materials, using the help route or beginning the discussion. Ask about preferences for public attention; avoid public rankings or behavior displays.

Ask about a perspective you may be missing

M05 supports a private conversation: What part is hardest to get into? What would make the first step clearer? Which response option works for you? Keep the student's words separate from adult interpretations.

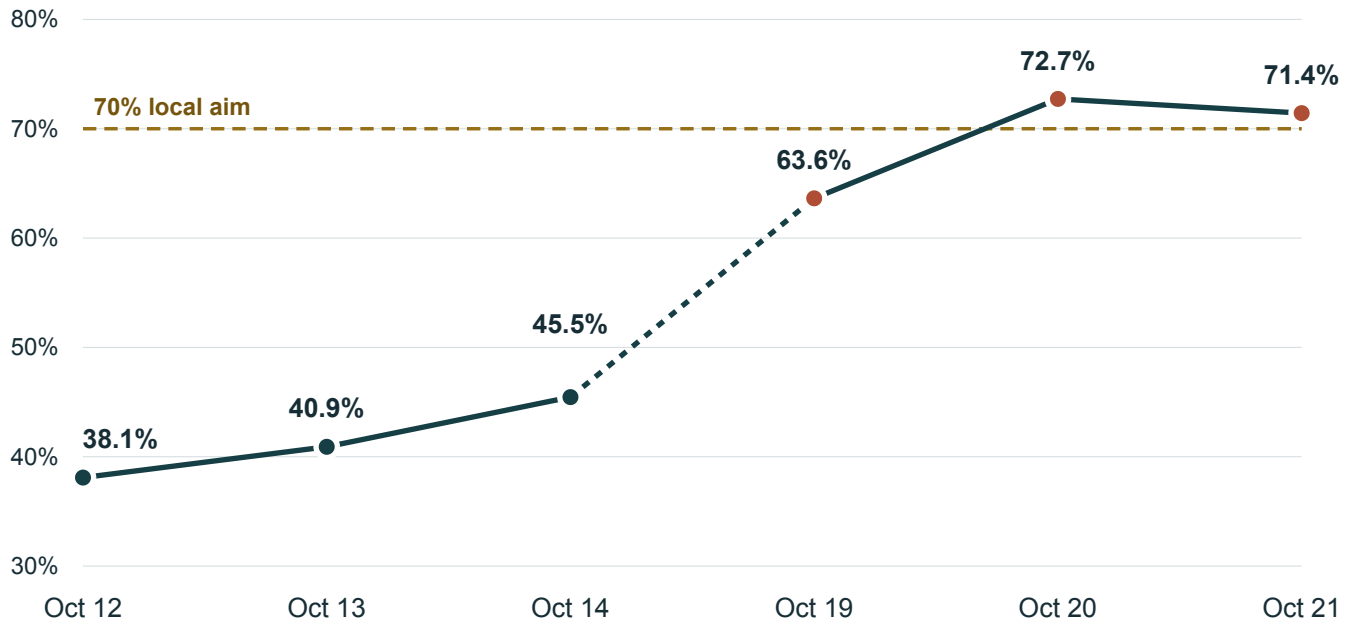
When more support is needed
Coordinate with the school support team and existing individual plans. Use trained staff and school procedures for safety concerns or required reporting. A short routine observation does not diagnose a learner.

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Case one: Making independent work easier to enter

Renee Avery teaches Grade 9 English. Quiet entry works, but after the start cue many learners wait while she repeats the first direction. Coach Theo Park and Renee choose one routine to examine: beginning a relevant first response 90 seconds after the 9:12 cue, in writing or a planned equivalent format.

Observed learners who started at 90 seconds



Vertical scale: 30-80%. Initial checks: Oct 12-14; return checks: Oct 19-21. Checks are equally spaced on this chart; the dashed bridge marks the changed routine.

A limited conclusion

More starts were observed after the new routine. Passage difficulty, support conditions and observation coverage limit the comparison. The chart describes starts; response quality and individual growth need different evidence.

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Case one: Check who was observed

Date	Present	Observed	Started	Percent
Oct 12	22	21	8	38.1%
Oct 13	23	22	9	40.9%
Oct 14	22	22	10	45.5%
Oct 19	22	22	14	63.6%
Oct 20	23	22	16	72.7%
Oct 21	22	21	15	71.4%

The class has 24 enrolled learners. On Oct 12, 13, 20 and 21, one present learner was outside the observer view. Absent and unobserved learners are excluded from the percentage. A learner seeking help may need support; a not-started entry is not a disciplinary judgment.

Read the checks accurately

For coaches who track data
Initial checks: 27 starts in 65 recorded student checks = 41.5%. Return checks: 45 in 65 = 69.2%. These are repeated classroom observations, not 65 different students. The local aim of at least 70% on two of three return checks is reached on Oct 20 and 21.

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Case one: The coaching conversation

Begin with the teacher concern

Renee: Quiet entry is working. I keep explaining the first step while students wait. I want them to know where to begin.
Theo: On Wednesday, two learners asked where to start in the passage. Which part of the task do you think needs to be easier to locate?

Check an interpretation

Renee: The slide gives the whole assignment, but the passage and first question are in different places.
Theo: What if you showed them exactly where to start, then had them try it once? Let's also check whether the reading and response options work for everyone.

Choose and prepare one change

Renee chooses a visible first step, a short demonstration and rehearsal. Quiet entry and existing individual supports remain. Theo and Renee co-plan on Oct 15; Renee teaches and rehearses on Oct 16; Theo collects the same snapshots Oct 19-21. This is an example schedule. The teacher can collect an agreed snapshot when the coach cannot visit. If time is tight, begin with two initial and two return checks, then add checks when the results vary or the context changes. Fewer checks offer less information; two plus two is not a sufficiency rule.

Return to the evidence

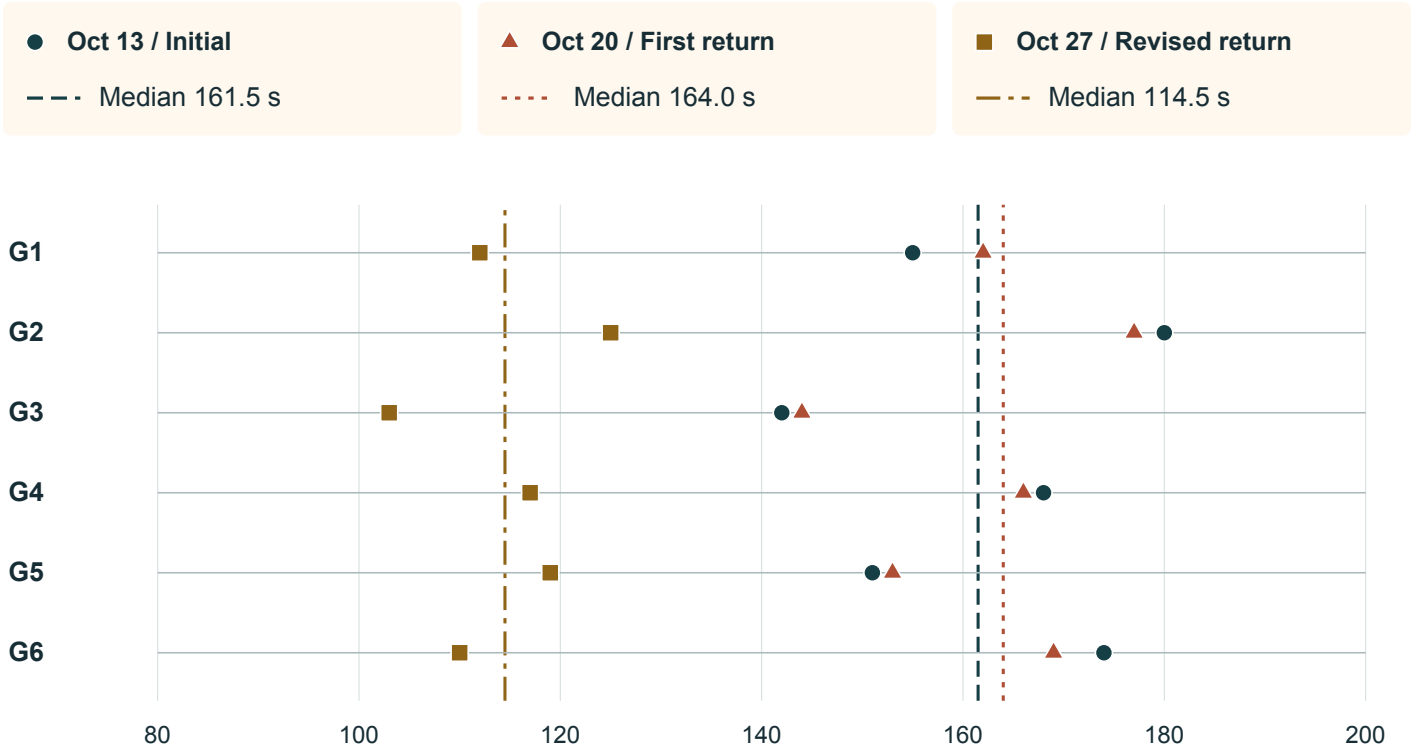
The selected local aim is reached on two of three checks. Renee keeps the routine for another week, privately checks access with learners still having difficulty and looks at response quality. Theo returns Oct 28. The group results do not identify which learners changed; individual questions require stable codes and appropriate school records.

> **Completed records**
> Pages 20-28 show C01, M01, M02, M03, M04, C02, M06, C04 and C05 for this fictional case. The four C examples match the included Shared Coaching Core forms.

Case two: When the first plan does not help

Arun Patel teaches Grade 10 history. Six groups of four learners wait for repeated directions before beginning a source discussion. Coach Lena Brooks times each group from the shared cue until the source is open, a first speaker is selected and the first task is read or communicated in an accessible format. All six groups are observed in each session.

Elapsed seconds by group



Vertical lines mark session medians. Each row shows the same group across three checks. The horizontal axis is elapsed seconds; marker shapes and line patterns remain distinct in grayscale.

Keep the first return visible

The first return did not shorten the median transition. Read all six groups and the implementation record before interpreting the revised return. The next page preserves every time and the medians.

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Case two: Check the group times

Group	Oct 13 initial	Oct 20 first return	Oct 27 revised return
G1	155	162	112
G2	180	177	125
G3	142	144	103
G4	168	166	117
G5	151	153	119
G6	174	169	110
Median seconds	161.5	164.0	114.5

For coaches who track data
Each session contains six group times, not 24 student scores. To find the middle time (median), sort the six values and average the third and fourth. Initial: 161.5 seconds; first return: 164.0; revised return: 114.5.

What happened on the first return

Arun posts a role card, but does not demonstrate or rehearse the opening. The first return median is 2.5 seconds longer. A card alone has not resolved the observed delay. The coach avoids attributing this result to student motivation.

Look at implementation
Before changing the target or escalating consequences, check which parts of the plan occurred and whether learners understood them. Here, the missing demonstration and rehearsal give the teacher a concrete next teaching action.

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Case two: Adjust the support and check again

Use the teacher view

Arun: I put out the cards, but groups still ask who starts.
Lena: We recorded almost the same transition times. Did learners have a chance to practice using the card?
Arun: I explained it while handing out sources. I did not show the opening.

Revise the classroom action

Arun models the opening with one group and lets all groups rehearse before the next discussion. He checks that the source and task are easy to locate and that each learner has an accessible way to participate. Lena observes the cue and the same group-ready endpoint on Oct 27.

Read the second return carefully

The revised-return median is 114.5 seconds, 47 seconds shorter than the initial 161.5 seconds. These three fictional sessions show what the coach and teacher examine next. Source difficulty, absences within groups and extra help could affect the result; record them and gather more checks before generalizing.

Leave with a usable next step

Arun keeps the demonstration and short rehearsal for the next source discussion. Lena checks whether group discussion actually addresses the source question, not just whether the opening is quicker. They agree to another comparable observation and a brief student perspective check.

> **No single tool needs to do everything**
> Use M02 for context, M03 for repeated timing and M06 for comparison and interpretation. Record teacher implementation alongside the student or group response. Do not convert elapsed seconds into a teacher performance score.

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Case three: Responding without a public argument

Nora Ellis teaches Grade 8 science. During instructions, some learners speak before a question pause. Public corrections sometimes become a prolonged exchange. Nora wants to keep questions welcome while making directions usable. Coach Omar Reed and Nora examine a ten-minute instruction segment, not transition speed or student personality.

Define the record before watching

An opportunity is a learner speaking over the current speaker during the agreed instructions, followed by a teacher redirection. Record whether the teacher gives one brief next-step prompt and then allows processing time without a back-and-forth correction. Separately record whether the learner begins the assigned next action within two minutes or uses an agreed help option. Keep exact sequence notes; a safety response is handled through school procedures and recorded separately.

Ten-minute segment	Oct 26 initial	Nov 2 return
Redirection opportunities observed	6	5
One brief prompt without an argument	2 of 6	4 of 5
Learner begins action or uses help route	3 of 6	4 of 5

All values are fictional event counts. The 28 present learners were in view throughout each segment. Opportunities can include repeat events involving the same learner; six opportunities are not six different students. The number of opportunities differs, so read each count alongside the total opportunities and context. Neither visit measures all disruptions across the lesson.

> **A different management focus**
> This case examines expectations, adult redirection and a route back into learning. It does not set a target for silence, eye contact or stillness. Do not use this short record to rank teachers or diagnose learners.

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Case three: Teach a way to ask and rejoin

Read the sequence with the teacher

Nora: I want students to ask questions. When I correct someone across the room, we can end up arguing about the correction.
Omar: In one sequence, the correction led to three more exchanges while the direction stopped. What would let a learner hold a question and still get help with the next step?

Prepare the expectation and the response

Nora models two options: save a question for the pause, or use the immediate-help signal when the next action is inaccessible. Students practice both; existing communication supports and individual plans remain. Nora rehearses with Omar: Keep that question for the pause. Your next step is to mark the observation. If you cannot begin, use our help signal. She gives processing time and follows up privately.

Return to both adult and learner evidence

The Nov 2 event log separates the adult prompt from the learner response. One brief prompt still needs more support; one learner rejoins after a longer exchange.

Nov 2: five opportunities	Rejoined: yes	Rejoined: no	Total
Brief prompt: yes	3	1	4
Brief prompt: no	1	0	1
Total	4	1	5

Decide what to keep and what to investigate

Nora keeps the question options and brief prompt, then checks access privately with M05. Omar returns Nov 9 with the same window and definitions. Different tasks and few events limit the comparison; neither visit covers all lesson disruptions.

> **Use a few records**
> Use M01 for the focus, M02 for events, M04 for the taught routine, C02 for conversation and M06 for comparison. M03 is for starts and transitions; this case needs an event log instead.

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Make the support practical

If this happens	Try this coaching adjustment
The focus stays broad	Ask the teacher to select one recurring classroom moment.
There is little time to meet	Discuss one observation and one next action; schedule the return before leaving.
The teacher disagrees with the observer	Revisit the definition, missing context and possible alternatives together.
The result looks better but tasks differ	Label the comparison limits and collect a more comparable check.
A few learners are still having difficulty	Listen privately, check access and coordinate the school support process.
The first plan produces little change	Check implementation, revise one teaching action and return.

Ask the teacher about the support

Use C04 to learn whether the help was useful, respectful and workable. Teacher satisfaction and student evidence answer different questions; keep them separate. A positive feedback response does not establish improved student outcomes.

Sharing a next-step summary
Use optional C05 when an authorized reader needs the agreed focus, dates, teaching action, evidence and next step. Review it with the teacher first; omit student names, codes and identifiable details.

Before closing a coaching conversation
The teacher can state the agreed action. The coach knows what support is wanted. The evidence rule and next visit are clear. Note who will prepare materials and how either person can request a change.

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Professional references and acknowledgments

This independent toolkit supports teacher collaboration, classroom routines, respectful responses and focused observation. Its forms, prompts, dialogue and fictional examples were written for this product.

Further reading on classroom practices

Center on PBIS. Classroom PBIS. Guidance on positive and proactive classroom practices, equitable supports and the use of classroom information.
www.pbis.org/classroom-pbis

IRIS Center, Vanderbilt University. Defining Behavior. Guidance on observable and measurable descriptions.
iris.peabody.vanderbilt.edu/mcontent/cs_parent/defining-behavior/

IRIS Center, Vanderbilt University. Measuring Behavior. Guidance on selecting observation methods and schedules.
iris.peabody.vanderbilt.edu/case-study/measuring-behavior/

> **Independent resource**
> References identify professional context, not permission or endorsement. No affiliation, certification or endorsement by a publisher, district, organization or referenced author is claimed. Further reading is optional; it is not required to use these original tools.

Using this section with the toolkit

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One set of toolkit terms

The toolkit-level Terms of Use applies to this section and the Shared Coaching Core. Refer to that document for permitted copying, sharing and training use. This section does not set separate license terms.

Find the blank forms

The Management PDF and editable Word file contain M01-M06 only. Use the separate Shared Coaching Core PDF and Word files for C01-C05. Completed core examples in this guide use those same headings; they show Renee and Theo’s work rather than supplying duplicate blank forms.

Files and professional use

The PDFs are printable and are not interactive fillable forms. Word response areas are editable and expand with longer entries; check pagination before printing. All sample people, dates, statements and results are fictional. Use school policies, existing individual supports and professional judgment.

> Report a file problem or unclear direction by email to hello@polemountainlearning.com. Include the file name, tool code and relevant software without sending confidential student or personnel information.

Coaching working agreement

Renee Avery | Coach Theo Park | October 2026 | Fictional example

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?

Renee Avery chooses the Grade 9 independent-work start. Preserve quiet entry and accessible response choices. Theo observes the agreed start rather than rating the full lesson.

Roles during the work

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

Theo records from the side without interrupting. Renee teaches the routine and adds context afterward. Any classroom demonstration is arranged together in advance.

Note audience and storage

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

Renee and Theo review these working notes. Store them in the school-approved restricted coaching folder. Follow school record and reporting requirements; no absolute confidentiality is promised.

Review before sharing

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

Review any proposed summary with Renee before sharing. No named student information is included in an optional coaching summary. Required reporting follows school procedures.

Time and contact arrangements

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

Visit the 9:12 start on Oct 12-14 and Oct 19-21. Debrief privately Oct 14 and Oct 21. Either person can request a different time through the school contact method.

Confirmation and next review

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

Renee and Theo confirm these arrangements Oct 9, 2026. Revisit them if the purpose, coach role or note audience changes.

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Classroom moment focus

Renee Avery | Coach Theo Park | October 2026 | Fictional example

Narrow a broad concern to one teachable classroom routine. Complete this with the teacher before collecting evidence.

The moment we will examine

Identify the class, task, cue and approximate time. Include something already working.

Grade 9 English, independent reading response after the 9:12 start cue. Quiet entry already works. Teacher Renee Avery wants a more usable start without repeating directions across the room.

Actions we want students to learn

Describe visible or audible actions and acceptable accessible alternatives. Avoid labels such as lazy or disrespectful.

At 90 seconds after the cue, a learner has begun a relevant first response, in writing or a planned equivalent format. Preparing materials alone does not count. Appropriate help-seeking receives support and is recorded separately in notes.

Conditions students need

Materials, directions, task difficulty, language, disability supports and other access needs.

Response text and a short first step are visible; spare materials are within reach. Existing accessible response formats and individual supports remain in place.

How we will record it

Count, snapshot or elapsed time? Define the cue, endpoint, unit, observation window and who is included.

Whole-class snapshot at 9:13:30. Count observed learners who have started; record present and observed counts separately. Do not infer why a learner has not started.

A useful local target

Choose a reasonable aim together after initial observations. State when it will be checked; it is not a universal benchmark.

After baseline, Renee selects at least 70% of observed learners started on two of three return checks. This is a fictional local aim, not a norm or a proficiency cut score.

First visit and first conversation

Name the observer, dates and any changes that would make the observation unrepresentative.

Coach Theo Park collects snapshots Oct 12-14 and Oct 19-21, 2026. Debrief Oct 14 and Oct 21. Note task difficulty and any changes to the routine.

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Routine observation notes

Renee Avery | Coach Theo Park | October 2026 | Fictional example

Capture a short sequence around the chosen classroom moment. Separate the record from explanations you will discuss later.

Observation conditions

Task, class, date, start and end of the visit, cue and observer position.

Oct 14, 2026, 9:11-9:16. Grade 9 English, response to a short passage. Theo observes from the side; the start cue is at 9:12.

What happened in order

Record time stamps, student actions and words, directions, materials and adult responses. Use codes rather than full student names.

9:12: Renee gives the start cue. Several learners ask where to find the response. 9:12:25: Renee repeats the directions to the whole room. 9:13:30: 10 of 22 observed learners have begun a relevant response. Two learners ask which section to read. 9:14: Renee points them to the passage and first task. These notes illustrate sequence, not an exhaustive transcript.

Measurement from this visit

Definition, number observed, number absent or outside view, count or elapsed seconds and collection time.

24 enrolled; 22 present and observed; 2 absent; 0 present but unobserved. At the agreed 90-second snapshot, 10/22 started = 45.5%. The visit does not measure the quality of every response.

Possible explanations to check

List more than one possibility. A short visit cannot establish a student motive or a cause.

Possible explanations: unclear first step; materials not located; reading task needs additional access support. These are questions, not established causes.

What the teacher adds

What context did the observer miss? Which successful routines should remain?

Renee reports that some learners read the direction slide after the cue but do not know where to begin in the passage. She wants to keep the quiet entry and existing response options.

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Start and transition record

Renee Avery | Coach Theo Park | October 2026 | Fictional example

Use one defined measure repeatedly. Keep the cue, task type and access supports comparable; note differences. Duplicate for more checks.

Measure and counting rule

Define the action, cue, snapshot or endpoint, units and window. For a count, enter % as count divided by the number observed times 100. Enter N/A in Seconds for counts; for timing, leave count and % blank.

Started at 90 seconds after the same 9:12 cue. Count a relevant written or planned equivalent response. Snapshot, not continuous observation. Dates in the grid are fictional October 2026 checks.

Who is included

Record students or groups present, observed, absent and unobserved. Do not count absent or unobserved units as failures.

24 enrolled. Present and observed counts differ on Oct 12, 13, 20 and 21 because one present learner was outside the observer view. Absent learners and unobserved learners are excluded from the percentage.

Date	Present	Observed	Started	Percent	Seconds	Context
Oct 12	22	21	8	38.1%	N/A	2 absent; 1 unobserved
Oct 13	23	22	9	40.9%	N/A	1 absent; 1 unobserved
Oct 14	22	22	10	45.5%	N/A	2 absent; 0 unobserved
Oct 19	22	22	14	63.6%	N/A	2 absent; 0 unobserved
Oct 20	23	22	16	72.7%	N/A	1 absent; 1 unobserved
Oct 21	22	21	15	71.4%	N/A	2 absent; 1 unobserved

What can and cannot be compared

Describe task or support changes, different observers and limits. For individual follow-up use stable codes in a secure school record.

The same class, routine and observer are used, but passage difficulty may vary. The snapshots show class starts; they do not identify which learners changed.

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Routine teaching plan

Renee Avery | Coach Theo Park | October 2026 | Fictional example

Plan an explicit demonstration and rehearsal of one routine. Include a path for students who need a different way to participate.

Ready before the cue

Materials, visible directions, seating or access supports that must be in place.

Put the passage and first question in one visible location; place spare materials where students can get them. Preserve the planned alternative response formats.

Demonstration and student practice

Write the small steps you will show. Plan a brief practice and how students will explain the steps back.

Before the return checks, Renee models finding the first task and producing a brief relevant start. Students rehearse the first step using a low-stakes example and explain where to get help.

Reminder at the moment it is needed

Write the cue and brief reminder. Who will give it and where?

At 9:12, point to the posted first step and remind students where to find the passage and help option. Theo records the agreed snapshot without interrupting.

Response when students need help

Describe a calm private prompt, a usable choice or reteaching. Follow existing individual plans and school procedures.

Approach quietly when a learner has not started. Ask which step is unclear; point to or restate that step. Offer the planned accessible route. Avoid repeated public corrections.

How we will recognize the routine

Specify the action to acknowledge and a respectful way to do it. Check student preferences about public attention.

Acknowledge the action privately or to the class without naming comparisons: learners located the first question and began the response. Ask about preferences for public recognition.

Coach support and next check

Co-plan, demonstrate or observe? Name the responsibilities, observation measure and return date.

Theo and Renee co-plan the model Oct 15; Renee teaches and rehearses it Oct 16. Theo returns Oct 19-21. Debrief Oct 21 using M06.

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Coaching conversation record

Renee Avery | Coach Theo Park | October 2026 | Fictional example

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?

Renee: Quiet entry is working, but I keep explaining the first step while students wait. I want to make the task easier to enter.

Evidence examined

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

Across Oct 12-14, 27 starts were recorded in 65 recorded student checks = 41.5%. On Oct 14, two learners asked where to begin. This does not explain every delayed start.

Interpretations to check

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

Theo asks: Which part of the direction do students still need to locate? What do students who begin quickly have available? Could passage access or response format be affecting the start?

Teacher-selected action

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

Renee chooses one visible first step with a short demonstration and rehearsal. Quiet entry and existing individual supports remain. She will check task accessibility before adding a behavior consequence.

Support and response opportunity

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

Co-plan Oct 15; teach and rehearse Oct 16; collect the same snapshots Oct 19-21. Theo prepares the record; Renee prepares the task display.

Return arrangement

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

Return snapshots Oct 19-21 and debrief Oct 21, using the same evidence rule. Renee agrees that this addresses the routine she wants to improve. If the task itself is too difficult, the plan must change rather than simply increasing reminders.

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Follow-up comparison

Renee Avery | Coach Theo Park | October 2026 | Fictional example

Compare the same defined classroom action over several checks. Keep teacher implementation and student response separate.

Definition and conditions

State the cue, measure, window, units and context for the initial and return checks.

Same Grade 9 English class, start cue at 9:12 and snapshot 90 seconds later. The rule counts a relevant first written or planned equivalent response.

Initial checks

List dates, counts and number observed or elapsed seconds. Record missing observations and useful context.

Oct 12: 8/21 (38.1%); Oct 13: 9/22 (40.9%); Oct 14: 10/22 (45.5%). Across the checks: 27/65 recorded student checks (41.5%). Absence and unobserved counts appear in M03.

Return checks

Use the same units. Record differences in tasks, supports or attendance that limit comparison.

Oct 19: 14/22 (63.6%); Oct 20: 16/22 (72.7%); Oct 21: 15/21 (71.4%). Across the checks: 45/65 recorded student checks (69.2%). These are repeated observations, not 65 different students.

What the adult actually implemented

Which parts of the plan occurred? Which did not? What evidence supports this record?

Renee taught and rehearsed the visible first step Oct 16. Theo observed the display and reminder on each return date. Existing response supports were retained.

Interpretation with limits

What changed, what did not and who may still need support? Class percentages do not show individual progress.

The selected 70% local aim was reached on two of three return dates. More starts were observed; the class totals do not show individual progress. Passage difficulty and observation coverage remain limits.

Decision and next check

Keep, adjust, collect more evidence or request school support. Name one next action, its owner and the date.

Keep the routine for another week and inspect response quality. Renee will privately check access with learners still having difficulty; Theo will observe again Oct 28.

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Teacher feedback and coach reflection

Renee Avery | Coach Theo Park | October 2026 | Fictional example

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?

Renee: The shared first step and rehearsal were useful. Repeating the observation was more useful than collecting general impressions about the whole lesson.

Teacher choice and communication

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

Renee: I chose the routine and kept quiet entry. Please bring one question at a time to the next conversation so I have space to explain the context.

Time and classroom fit

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

Renee: The short visits fit. The debrief took longer than planned. Agree on a ten-minute window next time and send me the record before we meet.

Evidence and remaining questions

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

Initial starts: 27/65 recorded student checks (41.5%). Return starts: 45/65 (69.2%). Two return dates reached the local 70% aim. We have not checked response quality or individual growth.

Coach reflection

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

Theo: I initially suggested several changes at once. Next time I will ask which change Renee wants to try and keep interpretation separate from the recorded sequence.

Future support

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

Renee requests one more visit on Oct 28 focused on whether the first responses address the question. Confirm the evidence rule before that visit. This feedback is not a teacher rating.

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Optional coaching summary

Renee Avery | Coach Theo Park | October 2026 | Fictional example

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.

Grade 9 English: beginning independent work after the 9:12 cue. Initial checks Oct 12–14; return checks Oct 19–21, 2026.

Action and support provided

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

Renee displayed one first step and taught it with a demonstration and rehearsal on Oct 16. Theo helped prepare the demonstration and collected agreed snapshots.

Evidence and context

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

Starts across initial checks: 27/65 recorded student checks (41.5%). Return: 45/65 (69.2%). The local 70% aim was reached on Oct 20 and 21. These are repeated class checks, not 65 different learners. Passage difficulty varied; response quality and individual progress have not been checked.

Next step and resources needed

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

Keep the routine for another week. Renee will inspect response quality; Theo will return Oct 28 using an agreed evidence rule. Protect a ten-minute private debrief window.

Teacher review and intended reader

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

Renee and Theo review Oct 21. Intended recipient: the school principal, to arrange coaching time. Share only this agreed summary through approved school storage; omit underlying student records.

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