Initial Coaching Meeting Agenda (Approximately 30 minutes)

*Two purposes for today’s meeting:*

1. *Begin to create a trusting and productive coaching relationship and sort out a few logistics (10 minutes)*
2. *Set a goal for our upcoming coaching cycle* (20 minutes)

**Part 1: Getting to Know You and Logistics**

1. What would you like me to know about you as a teacher and learner?
2. What concerns do you have about coaching?
3. I would like to use Google docs to track observations and our meetings. That way, we can both have access to documents and can view them simultaneously during our meeting. How comfortable do you feel with Google docs? If you don’t feel particularly comfortable, how can I support you?
4. Our Professional Code of Conduct will serve as the “norms” for our work together (Respect, Responsibility, Inquiry, Perseverance, Craftsmanship). Do you have any questions or concerns about these norms as they relate to our work together?

|  |  |
| --- | --- |
| **Coach** | **Teacher** |
| Follow-through on agreed-upon next steps outlined in our coaching log and notes | Follow-through on agreed-upon next steps outlined in our coaching log and notes |
| Send notes from observations and debriefs to teacher within 24 hours | Respond to observation notes within established time frame (generally 24-48 hours) |
| Honor time in coaching meetings | Honor time in coaching meetings |
| Come prepared to meetings | Come prepared to meetings |

**Part 2: Goal Setting and Schedule Logistics**

1. The second purpose in meeting today is to decide on a student-learning goal for your students that focuses on (Shifts in Mathematics; Writing in Mathematics) since that is the focus of our work plan for the year. So let’s start by talking a bit about your students as they relate to our schoolwide focus.
* **Focus** - Narrow and deepen the way time and energy are spent in the classroom
* **Coherence** – Interconnected Concepts
* **Rigor** – Task Driven Activities/Assessments
* **Writing in Mathematics** – Explain thinking utilizing words, models, drawings, and/or evidence from problem.
1. What are your hopes for your students as mathematicians as a result of our coaching work?
2. Our next step will be to figure out how we will pre- assess your students to see how they are doing with \_\_\_\_\_\_\_\_\_\_\_.

a) Pre-assessment tool:

b) Pre-assessment will be given:

4. Our coaching cycle together will last 6 weeks. During each week of the cycle, I’d like to have one 30-45 minute planning session together and I’d also like to be in your classroom 1-3 times X week depending on the week.

*Week 1:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day/Time | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **SPECIALS** |  |  |  |  |  |
| **AFTER SCHOOL** |  |  |  |  |  |

*Week 2:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day/Time | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **SPECIALS** |  |  |  |  |  |
| **AFTER SCHOOL** |  |  |  |  |  |

**EXAMPLE SCHEDULE 1**

*Week 1:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day/Time | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **SPECIALS** | Observation |  | Debrief/Plan | Observation |  |
| **AFTER SCHOOL** |  |  |  |  |  |

*Week 2:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day/Time | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **SPECIALS** | Debrief/Plan |  | Observation | Debrief/Plan |  |
| **AFTER SCHOOL** |  |  |  |  |  |

**EXAMPLE SCHEDULE 2**

*Week 1:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day/Time | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **SPECIALS** | Observation  |  | Debrief/Plan | Plan |  |
| **AFTER SCHOOL** |  |  |  |  |  |

*Week 2:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day/Time | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **SPECIALS** | Observation |  | Debrief/Plan | Plan |  |
| **AFTER SCHOOL** |  |  |  |  |  |