

Coaching Cycle: Goal-Setting Meeting

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Time Frame 45 minutes

Essential Question(s)

How can instructional coaches encourage teachers to set and reach professional goals?

Summary

During this phase of the coaching cycle, the instructional coach will set a time to meet with the teacher, review the components of authenticity, assist in setting long-term and short-term goals, and determine the necessary steps to pursue those goals. Together, the coach and teacher will choose an appropriate lesson to achieve these goals and discuss desired outcomes and possible obstacles. The coach will review all information after the meeting, send a summary of the meeting to the teacher and reflect on the strengths and weaknesses of the meeting.

Learning Goals

Standards

InTASC Model Core Teaching Standards (K-12th)

3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Attachments

- Goal-Setting—Coaching Cycle.docx
- Goal-Setting—Coaching Cycle.pdf
- Instructional Coaching Brief—Coaching Cycle.pdf

Materials

- Instructional Coaching Research Brief (attached; one per coach)
- Goal-Setting resource (attached; one per coaching cycle)
- Authentic Learning and Teaching chart (linked; one per coach)

10 minutes

Before

Facilitator's Note

Encourage the teacher to review the questions and select a lesson or activity before the goal-setting meeting for a more productive session.

This time allows the coach to review the purpose and expectations of the goal-setting meeting briefly.

- **Scheduling**: Set up time and place for meeting.
  - In-person
  - Virtually (Zoom, Teams, etc.)
- **Basics**: Review stages of coaching cycle (Goal Setting, Observation, Reflection), as well as the components of authenticity.
  - Construction of Knowledge
  - Inquiry-Based Learning
  - Student Centered Learning
  - Real World Connections
- **Preview**: Share the **Goal-Setting** resource with teachers prior to the meeting so that they have an idea of what to expect, link to LEARN website and ask teachers to review.
  - 1–2 days prior: send a confirmation email.

Email Template

Subject Line: Q[#]: Goal-Setting Confirmation

Hey [TEACHER'S NAME]!

I'm looking forward to our goal-setting meeting on [DATE] at [TIME]. I've attached the Goal-Setting Resource that we'll complete together. Please review the questions and select a lesson or activity for your upcoming observation. Let me know if you need any additional support!

Best Regards,

[YOUR NAME]

30 minutes

During

Facilitator's Note

Allow the teacher to set their own goals, but guide them if necessary toward specific and attainable objectives related to classroom performance.

This time allows the coach to discuss goal setting ideas, to establish an agreed upon goal, and to schedule the actual observation.

- **Connect**: Take a few minutes to connect on a personal level, build rapport, establish the safety of the space.
- **Refresh**: Revisit the stages of the coaching cycle (Goal Setting, Observation, Reflection), expectations, and goals of instructional coaching. Share the **Authentic Learning and Teaching** chart and components of authenticity:
    - Construction of Knowledge
    - Inquiry-Based Learning
    - Student Centered Learning
    - Real World Connections

Goals - Collaborate to develop teachers' knowledge of the authenticity framework.

- **Goal-setting**: Use Coaching Template to assist with goal setting and facilitate discussion on actionable steps to achieve the teacher's goals.
    - Yearly goal - set (Q1), review Q2-4
    - What area of authenticity do you want to work on?
    - What goal do you want to set connected to this component of authenticity?
    - What steps will you take to achieve this goal?
    - What obstacles do you anticipate?
    - How will you celebrate with your students?
- **Plan**: What LEARN lesson/strategy/resource will you select to work towards your goal?
    - Will you need to make any modifications to this resource for your class?
    - Are you comfortable teaching this lesson on your own or would you prefer co-teaching assistance?
    - In what ways does this resource align with your chosen Authenticity component?
- **Collaborate**:
    - What would you like me to look for during your observation?
    - What support do you need to be successful?
- **Schedule**: Determine a date and time for observation.

5 minutes

After

This time allows the coach to communicate with the teachers regarding the goal setting document, to confirm the date of the observation, and to remind teachers to prepare in advance.

- **Share**: Share meeting notes with teacher after conclusion.
  - Consider using the template below.
- **Communicate**: Email teacher a reminder of the scheduled observation.
  - It's a good idea to email the teacher about 5 days before the observation to remind them that you are coming and make sure no scheduling conflicts have come up.
- **Reflect**: Document and reflect on strengths and weaknesses of meeting.

Email Template

Subject Line: Q[#]: Goal-Setting Next Steps

Hi [TEACHER'S NAME]!

I enjoyed visiting with you this [DATE & TIME]. I'm linking the document below that we worked on during the meeting. Feel free to reference it as you work on your plans for the upcoming observation.

If pacing doesn't go as you expected or you want to change the lesson/strategy/resource for the observation, just let me know. I know how flexible teachers have to be! If you need any help, advice, or extra supplies, you can always email me at [YOUR EMAIL] and I'll be glad to help.

Here are your next steps:

- Review Goal.
- Make sure [DATE & TIME] still works for your observation. (I'll email you about a week before the date to double check.)
- Review the lesson/strategy/resource you selected and prepare any needed materials.

Thanks again, and I look forward to seeing you soon!

[YOUR NAME]

Research Rationale

Goal setting is a fundamental aspect of the instructional coaching cycle, crucial for shaping and driving the process. Research indicates that clear, well-defined goals enhance teacher performance and student outcomes (Patrick, 2022). A structured goal-setting approach aligns coaching with measurable results, fostering collaboration, clarity, motivation, accountability, reflection, and support.

Effective goal setting brings focus and enhances the effectiveness of coaching sessions. According to Höpfner & Keith (2021), specific and challenging goals lead to targeted interventions, addressing specific needs and improving achievement. Involving teachers in goal setting, aligned with their professional aspirations and classroom needs, boosts their commitment to the process (Munson, 2021). Experienced coaches personalize strategies based on teachers' strengths and weaknesses, increasing motivation and goal achievement.

Goal setting includes creating measurable benchmarks to track progress and assess impact. This data-driven approach allows for ongoing assessment, adjustments, and celebration of achievements, promoting continuous improvement. It also encourages reflection and self-assessment, helping educators evaluate their methods and adapt strategies (Saclarides, 2022). Overall, goal setting enhances collaboration between coaches and educators, tailoring support to individual needs and empowering educators to take ownership of their professional growth (Kochmanski & Cobb, 2023).

Resources

Höpfner, J., & Keith, N. (2021). Goal missed, self hit: Goal-setting, goal-failure, and their affective, motivational, and behavioral consequences. *Frontiers in Psychology, 12*, 704790. https://doi.org/10.3389/fpsyg.2021.704790

Kochmanski, N., & Cobb, P. (2023). Identifying and negotiating productive instructional improvement goals in one-on-one mathematics coaching. *Journal of Teacher Education, 74*(5), 437–450. https://doi.org/10.1177/00224871221143124

K20 Center. (n.d.). Authentic learning and teaching. *The IDEALS Framework*. https://k20center.ou.edu/wp-content/uploads/2024/04/Authentic-Learning-and-Teaching-Chart.pdf

Munson, J., & Saclarides, S. E. (2021). Exploring the foci and depth of coach-teacher interactions during modeled lessons. *Teaching and Teacher Education, 105*, 103418. https://doi.org/10.1016/j.tate.2021.103418

Patrick, S. K. (2022). Collaborating for improvement? Goal specificity and commitment in targeted teacher partnerships. *Teachers College Record, 124*(1), 164–190. https://doi.org/10.1177/01614681221086104

Saclarides, E. S. (2022). Reflecting on the past and looking ahead: An exploration of coach–teacher talk during reflection meetings. *School Science and Mathematics, 122*(4), 195–208. https://doi.org/10.1111/ssm.12525