

Coaching Cycle: Reflection

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Time Frame 60 minutes

Essential Question(s)

How do coaches and teachers reflect upon lesson observations?

Summary

The final and most transformative stage of the instructional Coaching Cycle is the Reflection stage. It involves recurring contemplation with the goal of enhancing teaching approaches. In this stage, participants connect new knowledge to their decision-making process. Teachers assess whether the goals set during the observation stage were met. Reflection provides an in-depth examination of the effectiveness of teaching strategies and student outcomes. Reflective inquiry between the coach and teacher highlights strengths and growth opportunities through open-ended questions, promoting cognitive awareness. Ultimately, reflection fosters growth and sustained change.

Learning Goals

Standards

InTASC Model Core Teaching Standards (K-12th)

1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
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.
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

- Instructional Coaching Brief—Coaching Cycle.pdf
- Reflection (Coach)—Coaching Cycle.docx
- Reflection (Coach)—Coaching Cycle.pdf
- Reflection (Teacher)—Coaching Cycle.docx
- Reflection (Teacher)—Coaching Cycle.pdf

Materials

- Reflection *(Coach)* resource (attached; one per coach)
- Reflection *(Teacher)* resource (attached; one per teacher)
- Instructional Coaching Research Brief (attached)

15 minutes

Before

After the observation stage, follow up with the teacher to schedule a reflection meeting. If possible, schedule the reflection immediately after the learning activity. Otherwise, the meeting should take place within a week.

Facilitator's Note: Reflection Email

If a date is not confirmed in person after the observation, follow up regularly until a response is received. Consider using the following **Reflection Email Template**

Hi, [TEACHER'S NAME]!

Thank you for letting me observe your teaching. Do you have a day and time that would work well for us to have our Reflection meeting?

Sincerely,

[YOUR NAME]

Before the meeting, review your notes from the previous stages: "Coaching Cycle: Goal-Setting" and "Coaching Cycle: Observation." Use the following questions from the **Reflection (Coach)** resource to prepare:

- What goal did the teacher set related to authenticity?
- How well did the lesson align with the authenticity component? Provide examples.
- What can be improved for next time?

Facilitator's Note

If applicable, consider sending the **Reflection (Teacher)** resource to the teacher in advance so they can review it.

30 minutes

During

To facilitate the reflection meeting, follow these steps using the *Reflection (Coach)* resource:

1. Set the tone: Begin with a positive, growth-oriented mindset.
2. Review: Briefly discuss the observed lesson and objectives.
3. Ask reflective questions:
    - What went well during the lesson?
    - How did the lesson align with your authenticity component? Provide examples. (Consider using the Authentic Reflection Lesson Tool related to the teacher's chosen component to guide teachers to answer this question.)
4. Engagement and change:
    - Were students more engaged than usual?
    - What would you change if you taught this lesson again?
5. After the teacher shares, offer your positive observations, focusing on specific strengths
6. Next steps: Use this final question to guide planning:
    - What do you see as your next step toward your big goal for the year?

Allow the teacher to outline their steps but offer advice as needed.

7. Summarize: Recap the key insights, strengths, and growth areas.
8. End positively: Conclude by emphasizing strengths to build confidence.
9. If applicable, schedule the next goal-setting meeting.

15 minutes

After

Documentation and Follow-up:

Create and record a written summary of the reflection session in the Reflection (Coach) resource.

- Include key insights, reflections, and agreed-upon action items.
- Documentation provides a reference to revisit the discussion and track progress.
- The summary should be shared with the teacher within 24-48 hours of the reflection.
- Add the summary to a follow up Email and share it with the teacher within 24-48 hours of the reflection.

Offer continuous support and constructive feedback to the teacher as they implement new instructional strategies or lessons within their classroom.

- This might involve providing additional resources, offering encouragement, or suggesting modifications to strategies.

Regular check-ins are recommended:

- Check-ins may be informal or as part of the follow-up sessions.
- Provide feedback and address any challenges.
- Feedback should be specific, actionable, and aligned with the teacher's goals.

Research Rationale

Implementing sustainable change indicates that the teacher is prepared to lead, collaborate, and adapt and is also willing to question existing practices and beliefs (Moore & Williamson, 2023). Additionally, transformation must take place with the participants before they are able to provide guidance or lead others to do the same (Damore & Rieckhoff, 2021). The debrief serves as an extensive self-analysis that allows time for the teacher to reflect on their own practices while also impacting the reflective practices of colleagues within the school environment (Moore & Williamson, 2023). Cultivating growth inspires others, and self-reflection inspires the participating teacher to not only model the reflection process, but also to influence others in doing the same, ultimately steering the school towards improvement (Damore & Rieckhoff, 2021).

Resources

Damore, S., & Rieckhoff, B. (2021). Leading reflective practices in Montessori schools. *Journal of Montessori Research, 7*(1), 51–65.

Elfarargy, H., Irby, B. J., Singer, E. A., Lara-Alecio, R., Tong, F., & Pugliese, E. (2022). Teachers' perceptions of instructional coaches' practices in professional learning communities. *Sage Open, 12*(3). https://doi.org/10.1177/21582440221116103

Moore, J. A., & Williamson, J. (2023). A case-study approach to understanding non-directive, virtual technology coaching. *Tech Trends, 67*, 729–740. https://doi.org/10.1007/s11528-023-00879-1

Motto, M. (2021). Instructional coaching cycles and career and technical educators' TPACK. *Issues and Trends in Learning Technologies, 9*(2). https://doi.org/10.2458/itlt.2367

Reddy, L. A., Shernoff, E., & Lekwa, A. (2021). A randomized controlled trial of instructional coaching in high-poverty urban schools: Examining teacher practices and student outcomes. *Journal of School Psychology, 86*, 151–168. https://doi.org/10.1016/j.jsp.2021.04.001