

The plan below shows an instructional leader's preparation for a feedback meeting with a teacher. In this coaching session, they are giving the teacher feedback on classroom management, focusing on the skill of resetting the class when not meeting behavioral expectations.

The coaching follows a See It-Name It-Do It format, based on a framework from Paul Bambrick-Santoyo in *Leverage Leadership 2.0*. In this framework, the coach first guides the instructional leader to "see" the model of strong practice and then see the gap in their own practice. They then "name" the key elements of a practice and their specific, bite-sized action step. These action steps are derived from a set of teacher actions shown to positively impact student achievement. For example, Paul Bambrick-Santoyo outlines, Finally, they "do it" by practicing the action step in real-time, whether that means planning for an upcoming meeting or role-playing a portion of the coaching session.

The leader's planning for this meeting is in a script format. The leader plans what they will say in quotes, and also includes ideal teacher responses in blue.

**Teacher Coaching Plan**  
**Instructional Leader Name: [ES Assistant Principal]**  
**Teacher Name: [Elementary Music Teacher]**

See it: Success, Model, & Gap	
See It	<p><b>See the Success:</b></p> <ul style="list-style-type: none"> <li>● Name recent success/strength from observation:           <ul style="list-style-type: none"> <li>○ "Before jumping into independent practice, I saw you taking our Kindergartners in a Scavenger Hunt around the school as part of your Music class."</li> </ul> </li> <li>● Name impact:           <ul style="list-style-type: none"> <li>○ "What was the impact of that practice on student engagement?" <i>[Students were excited; more of them were on task; increased learning]</i></li> </ul> </li> </ul> <p><b>See the Model:</b></p> <ul style="list-style-type: none"> <li>● Name the focus for today's coaching session:           <ul style="list-style-type: none"> <li>○ "Today, I would like to focus on implementing a whole-class reset. Specifically, I want to deep dive into resetting for our Hallway Procedure when transitioning."</li> </ul> </li> <li>● Name the Exemplar           <ul style="list-style-type: none"> <li>○ "Let's think about our hallway procedure. What are the components of effective implementation of a hallway transition for our lower elementary students?" <i>[They are silent, facing forward, hands to themselves, in a straight line]</i></li> <li>○ "Great. Now, think back to the day when I helped implement a class reset before your class went to the cafeteria. What were the teacher moves I implemented during the reset?" <i>[Used an attention getter, gave rationale, named expectations and practiced one at a time with choral response to stamp understanding - silent, facing forward, hands to self, straight line; narrated those characteristics as we practiced]</i></li> <li>○ "What is the purpose of implementing the reset? What is the impact?" <i>[clarify and practice behavior expectations to ensure we have 100% of students following directions]</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● [If teacher is unable to name or show understanding of all of the components of the reset] Show a model: <ul style="list-style-type: none"> <li>○ “You have named some of the keys of the hallway reset, but I want to push your thinking for specificity. I have a video of the reset I implemented with your class. As we watch, I want you to think about 1) what do I say and do while implementing the reset; and 2) the impact that those actions have on student behavior. Unpack the model:</li> <li>○ “What did you notice?” <i>[Used an attention getter, gave rationale, named expectations and practiced one at a time with choral response to stamp understanding - silent, facing forward, hands to self, straight line; narrated those characteristics as we practiced]</i></li> </ul> </li> </ul> <p><b>See the Gap:</b></p> <ul style="list-style-type: none"> <li>● “Thinking about the model implementation and what has been happening, what is the gap?” <i>[Overall, students are not meeting expectations and I am getting frustrated, but not really redirecting the whole class, just a few individual students. Expectations are not met and they are not ready for next class when the teacher receives them]</i></li> </ul>
<b>Name It</b>	<b>Name it: high-leverage, measurable, bite-sized action step</b>
	<p><b>Name the Action Step:</b></p> <ul style="list-style-type: none"> <li>● “Based on what we discussed, what do you think your action step should be?” <i>[Implement a whole class reset when we are transitioning]</i></li> <li>● “And what are the keys to doing this?” <i>[Establish behavior expectations, check for understanding, and narrate]</i></li> </ul> <p><b>Punch it:</b></p> <ul style="list-style-type: none"> <li>● “Your action step today is to: Implement a whole class reset for hallway procedure by: <ul style="list-style-type: none"> <li>○ Using a consistent attention getter to gain 100% of class focus.</li> <li>○ Share rationale for hallway expectations and check understanding.</li> <li>○ Name expectations one at a time with practice</li> <li>○ Narrate behaviors and redirect individually</li> </ul> </li> <li>● “Let’s make sure we have that written down.”</li> </ul>
<b>Do It</b>	<b>Do it: Plan, Practice, Follow up</b>
	<p><b>Plan before Practice:</b></p> <ul style="list-style-type: none"> <li>● Script the changes: <ul style="list-style-type: none"> <li>○ “Let’s plan before we practice. We are going to practice implementing a whole-class reset for the hallway procedure.”</li> <li>○ “I want you to take 2 minutes to script the whole-class reset. Take 3 minutes to script and we will compare your chart with mine.”</li> <li>○ Exemplar Script: “1-2-3 Eyes on me! We are going to review our hallway procedure. We want to show our care for others and their learning as well as get safely to our destination. First: we are silent. We are how? This is what silent looks like, show me. Second: we are facing forward, facing where? Forward. This is what facing forward looks like, your turn.</li> </ul> </li> </ul>

Third: Arms by the side. Arms by the? Side. This is what arms by the side looks like, your turn. Fourth- straight line, good, we are already there. When I say go, you will be 1-silent, 2-facing forward, 3-arms by the side and 4-in a straight line. Go! [Positively narrate]"

- "Great, let's compare our scripts. What do you notice when you compare your script to mine?"
- "Take 1 minute to revise based on our discussion."
- Push to make the plan more precise and more detailed
  - "Now that we have our script, how will you get to 100% of students meeting expectations?" [positively narrate, individually redirect]
  - "What would you narrate for? Let's incorporate those prompts into our practice today."

**Practice:**

- Round 1 practice:
  - "Okay, we have a great script. Let's take it live! Why don't you stand up as if you're delivering the instructions? I will be a student."
  - Look for the following in the role play: [intervene in real-time as needed]
    - Use of formal register (tone)
    - Narration to get 100%
  - (After each round) "That was good. Now make sure to \_\_\_\_\_."
    - Share rationale
    - Provide clear expectations
  - (After each round) "That was good. Now make sure to \_\_\_\_\_."
    - Exaggerate the model
    - Check for understanding
    - Ensure students practice
- Round 2: Add complexity (if mastering it):
  - "Let's try that again, but this time I will be a student not practicing the expectation. How will you prompt me?" [Narrate three positive behaviors; individually redirect in warm but firm manner] "Great. Let's practice."
  - Rigor check: "What are any gaps you have noticed in your practice that you need to address?"
- Lock it in and re-name the action step:
  - "Let's pause there. How did that feel?"
  - "Let's review our action step against your practice. Did you do each of the following:
    - Using a consistent attention getter to gain 100% of class focus.
    - Share rationale for hallway expectations and check understanding.
    - Name expectations one at a time with practice
    - Narrate behaviors and redirect individually
  - "Is there anything you want to add to your action step based on our practice to help you remember how to implement it?"

**Follow up:**

- "Great job! I will come and observe with your next class!"

- “I am so excited to see how implementing a whole-class reset improves your classroom culture.”