

Transformational Coaching: Monthly Progress Report Example

Coach: Elena Aguilar **Client:** Teresa Phillips **Date:** March 31, 2011

Total Number of Hours Engaged with Client this Month (*include explanation if necessary*)

Six. Teresa was out sick one week during our scheduled time.

SMARTER Goal 1: (*Complete a separate reflection for each coaching goal.*)

To provide verbal and written feedback to all students on their writing assignments every other week within two days of submission of the assignment for the entire school year.

1) Strategic Activities Engaged in This Month To Meet Goal (*Include those from Work Plan as well as any others that were used*)

- Analyze student writing.
- Analyze writing rubric and identify lessons that could demonstrate the elements that students are struggling with.
- Coach model writing lessons on rubric elements that students struggle with. Teacher observe. Debrief together.
- Coach observe teacher giving student feedback; debrief and reflect.

2) Progress towards Goal

Teresa has made significant progress towards her goal. She has consistently given students feedback on their writing this year and she's starting to see how this feedback is resulting in their writing improving. This month we continued to analyze student writing together in order to identify which elements on the rubric were still hard for the kids. We categorized the students into groups depending on their results and Teresa created a plan to support those who are still struggling. I modeled one lesson on the rubric element, "Voice," because Teresa had tried teaching some lessons on it but wasn't seeing the results she wanted to see in student papers. After I modeled the lesson, then the next day Teresa did a follow up lesson and we looked at the work that students did.

I also observed Teresa giving students feedback as she regularly does during Silent Reading time. One thing I noticed, which I discussed with Teresa afterwards, was that she made some assumptions about her students' ability to use idioms. Given that all of her students are English Language Learners, we discussed that she may need to do some more direct instruction on idioms. In this conversation, Teresa became very emotional because she said she felt overwhelmed by how much she needed to teach her students to prepare them for high school. I used a cathartic approach to help her process these feelings. When reflecting on her goals, Teresa felt very satisfied with what she's accomplished.

3) Evidence of Changes in Practice

- The number of students who needed re-teaching on three elements from the rubric decreased from last month. This month there were only four who needed re-teaching. Last month there were nine.
- Student writing from after Teresa did voice lessons – after she observed me model a lesson – showed that students were internalizing the learning. We found a number of specific pieces of evidence.
- Teresa’s one-on-one feedback sessions with students are precise and quickly get to the points that she wants to share with students. I have transcriptions of these conversations from the whole year that show how her instructions get more precise and also that students’ demonstrate an understanding of what she’s saying.
- Teresa was really hard on herself in the beginning of the year. It is getting much easier for her to recognize her own accomplishments and growths and to share those without feeling like she’s bragging. My notes from our coaching sessions provide this evidence.

4) Next Steps & Coaching Moves

Teresa is feeling very confident about meeting her year-long goal. Next month she will teach a new writing genre and she’s nervous about whether her students will be able to apply their newly acquired skills. She wants me to observe her a few times as she teaches mini-lessons. I suggested that we use video and that we debrief it together, but she’s apprehensive. I think she’s getting a little too dependent on my opinion, even though I try not to give it, so I’d like to push her to try the video. I want to make sure that she feels she is the owner of her learning and that she doesn’t think it’s all my coaching. In these last months, I want to make sure that I’m playing a facilitative role and releasing the responsibility of learning even more to her. I think I’ll need to make this explicit so that she understands my coaching moves, and I think this will be ok with her.