

Challenge-based Coaching Model¹

The Dynamic Learning Project uses a 5-step coaching model to help teachers enhance their [impactful technology use](#). In each step of the process, coaches help teachers tackle instructional and professional challenges using innovative, tech-based strategies.

- Towards the goal of improving [\[challenge\]](#), the teacher will attempt [\[strategy\]](#).
- The teacher will utilize [\[tool\(s\)\]](#) to support this strategy.

1 Identify and understand challenge

Start your coaching by helping your teacher brainstorm problems of practice and choose one challenge to focus on for the coming weeks. His or her challenge may focus on instruction, or general growth as a teacher. Learn more about teachers' challenges [here](#).



2 Reflect on experience & outcomes

Meet with the teacher to reflect on their current strategies as demonstrated during classroom visits, and assess your progress towards successfully resolving that challenge. If you are successful, move on to a new challenge. If not, consider how to iterate on your approach to this challenge, or if moving on to another challenge makes more sense.



2 Investigate possible strategies

After you select a challenge to focus on, work with your teacher to investigate potential ways to tackle that challenge. When investigating, research potential strategies and tools available, and reach out to your PLN to learn best practices.



3 Select personalized strategy and tool(s)

Based on your collaborative research and understanding of the teacher's challenge, select one strategy that's specific to their needs, and a tool (or tools) to supplement that strategy.



4 Implement strategy, and make improvements

For the majority of your coaching, you will be supporting teachers as they implement strategies in the classroom. This means (1) meeting with the teacher to set goals, (2) visiting classrooms to co-teach, model, and observe instructional practices, and (3) holding a follow-up meeting with the teacher to reflect on the data and learning collected during the classroom visit. During this stage, coaches work with teachers on the meet/visit/meet cadence (described below):

Meet►

Meet to discuss strategy, and plan ways to put it into practice.



Visit►

Visit classroom to co-teach, model, or observe instructional practices.

Meet►

Meet to debrief strategy implementation, and identify ways to improve.