Step 2: Issue Identification

In Step 2, the coach defines the concern that will be addressed with the teacher and examines additional sources of data that might help with understanding the concern or potential issue. For example, before the coaching session, the coach might gather and examine the classroom’s BIRs for patterns related to children who have had incidents or for patterns in the responses to these incidents. The coach might also review the program level summary of BIR to determine if the classroom data are consistent with the program patterns and if there are programmatic or classroom issues related to the data.

After reflecting on teacher practices and data that support identifying a practice or lack of practice as a concern, the coach should engage in self-reflection about the potential issue. Is the identification of this concern related to the coach’s biases? What is the relationship of the coach to the teacher? Are there implicit biases that might be affecting the coach’s perspective?

Finally, in preparation for the coach meeting, the coach should operationalize the issue and identify the data sources that might be referenced in the coaching conversation.

Equity issue: 

Data sources that support the need for focus by the teacher: 

Initial thoughts about culturally responsive practices that might address the concern: 