

COACHING LAUNCH CONVERSATIONS: Example Scripts

Give Teachers Something to Say Yes To



A lot of pushback starts before coaching even begins. When teachers don't know why they're being coached or what the goal is, resistance is a reasonable response. These scripts help you set the purpose up front: the school's instructional goal, why coaching exists, and what coaching will look like. *Please note: This is an editable example. Swap in your school's goal, your coaching model, and your own voice. These are starting points, not word-for-word scripts.*

Before Any Conversations: Know Your Three Answers

If you can't answer these in one sentence each, start here. Teachers can't say yes to something we haven't named.

1. Our school's instructional goal is...	Example: ...to increase our overall reading comprehension score by 8% by December, as measured by the MAZE assessment.
2. Coaching exists here because...	Example: ...to support every teacher in moving students toward that goal.
3. Coaching will look like...	Example: ...a short goal-setting conversation, and a classroom visit, and a feedback conversation every 2-3 weeks.

Coaching Note: Principals set the “why” for the school. Coaches keep it at the center in every cycle. If the “why” hasn't been made clear at the school level yet, the coach still grounds every conversation in the instructional goal.

Script 1: The Principal Sets the “Why”

This can be done during a staff or team meeting, before coaching cycles begin.

Step	What to Say Examples (Adapt to Your School)
Name the goal	“This year, our instructional goal is [goal]. Here's why: [one or two data points, such as benchmark results or student work trends].”
Name why coaching exists	“Coaching is how we support every teacher in reaching that goal. It's not a sign that something is wrong. It's how we grow our students together.”
Describe what it looks like	“Here's what coaching will look like: [frequency, what the coach does, what teachers can expect].”
Be clear about data	“Here's what happens with what coaches see: [be honest, e.g., coaches share school-wide trends with me to plan PD and support].”
Show you're in it	“I'll be in classrooms too, and I'm working on [your own leadership goal]. We're all working toward the same thing.”

Coaching Note: Never promise confidentiality you can't keep. If coaches share information with admin, say so up front. Teachers forgive a clear boundary much faster than a surprise.

Script 2: The Coach's Launch Conversation

A 10 minute one-on-one with each teacher before the first classroom visit.

Step	What to Say Examples (Adapt to Your School)
Open and connect	"Thanks for making time. I want to make sure you know exactly what coaching is and isn't before I ever step into your room."
Connect to the school goal	"As [principal] shared, our school goal this year is [goal]. My job is to support you in moving your students toward that."
Bring it to their classroom	"What are you seeing with your students right now when it comes to [goal area]?" or "Where do you want to see the most growth?"
Set what coaching looks like	"Here's what you can expect from me: [e.g., a short visit, then a conversation within 48 hours about what I saw and one next step]." "Here's what coaching isn't: [e.g., an evaluation, a gotcha, or a judgment about your teaching]."
Invite Concerns	"What questions or concerns do you have?" "What would make this worth your time?"
Agree on a next step	"Let's get our first visit on the calendar. Does [day/time] work?"
Coaching Note: Listen more than you talk in this conversation. If a teacher pushes back here, that's useful information. You're hearing it early, before it becomes avoidance.	

Script 3: The Reset Conversation

For when coaching already started without clear communication, and you're feeling the pushback.

Step	What to Say Examples (Adapt to Your School)
Own it	"I realized I jumped into coaching without making sure we were on the same page about why. That's on me, and I want to fix it."
Restate the goal	"Our school goal is [goal], and everything I do as a coach should connect back to that."
Reconnect to their classroom	"When you think about your students and [goal], what feels most important right now?"
Reset expectations	"Going forward, here's what coaching will look like: [what to expect]."
Ask for a fresh start	"Can we start fresh from here?"
Coaching Note: A reset only works if it's genuine. Owning the mess models exactly what we ask teachers to do: reflect, adjust, and keep going.	