**School-Based Implementation Coaching (SBIC) “Look-For” Tool aligned with Practice Profile**

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| **Essential Function** | **Coach** | **Evident in Coaching Partnership** |
| **#1** Educators develop and maintain coaching relationships. | * Uses friendly language * Uses warm, open body language * Connects through positive feedback and humor * Conversation includes topics not specifically related to work * Clarifies purpose and scope of the coaching session * Allows teacher to identify needs and choose coaching support * Acknowledges and addresses differences * Pauses intermittently throughout the coaching conversation to check in and ask if there are questions | * Trusting relationship is visible * Open reciprocal communication * Vulnerability * Transparency * Collegiality * Trust/confidentiality * Awareness of advanced discussion in setting purpose of meeting * Coaching conversation pace flows well and does not seem rushed * Teacher leadership capacity built over time |
| **#2** Educators provide effective feedback. | * Begins with positive feedback * Allows teacher to talk first about what went well * Uses specific examples that indicate strength of practice * Uses 30-second feedback * Informal, positive feedback immediately after session * Use of specific, descriptive, and actionable verbal feedback * Use of specific, descriptive, and actionable written feedback | * Conversations about what has gone well * Discussions of content/practice in use * Conversations about relevant student data * Conversations about where more support is needed * Mutual discussions regarding growth elements with specific language and examples * Celebrations of growth |
| **#3** Educators develop a strategic and differentiated coaching plan. | * Facilitates identifying next steps from the coaching session * Offers opportunities for reflection * Offers opportunities for guided practice * Offers opportunities for resources * Provides gradual release of responsibility | * Individualized coaching plan developed * Both parties are aware of the plan for coaching and the time between coaching sessions * Coaching conversations begin and end on time and follow a logical sequence * Coaching participant had time to complete planned tasks * Growth goals developed * Next steps identified * Written plan developed * Coaching plan aligned with building/district goals * Completed self-assessment practice profile or fidelity measure |
| **#4** Educators use solution dialogue. | * Paces the conversation to allow time for questioning and processing of information * Responds to ideas for improvement by validating and/or adding suggestions for changes in practice * Provides rationale(s) for why changes are important/will improve outcomes * Models examples of content/practice in use * Facilitates conversations to include time for planning, reflection, and next steps | * Conversations about what has gone well * Conversations about where more support is need * Discussion/reflection of relevant data * Reflection and clarification of recommendations |
| **#5** Educators progress monitor implementation of effective educational practices. | * Gathers evidence of growth * Facilitates reflection of data * Facilitates modification to coaching plan | * Data collected includes   + Observations   + Video recording   + Collection of student evidence   + Journaling * DBDM cycle used to develop next steps * Professional growth |