**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
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| **#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
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| **#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
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| **#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
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| **#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
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