School-Based Implementation Coaching
Key Terms

1. **Coaching** is an aspect of professional development focused on improving practice in the applied context. Coaching is a learning relationship in which guided reflection, modeling, guided practice, and learning strategies for improvement occur. *(MoEdu-sail, 2018, pp. 66-67)*

    SBIC has at least two people in a coaching relationship. The **coach** and the **person being coached.** Terminology for these two entities is not consistent in this professional learning module due to the inclusion of the work of several authors. Sometimes the person being coached is the **coachee** or the **client**. Frequently the terms "**teacher"** or **"educator**" are used. *(PowerPoint presenter notes slide #25)*

2. **Effective educational practices (or effective teaching and learning practices),** which are a sub-set of the MMD Content Framework, include Developing Assessment Capable Learners with Feedback and Metacognition. Other elements of the MMD Content Framework include Foundations (Collaborative Teams, Data-Based Decision Making, and Common Formative Assessment) and Supportive Context (School-Based Implementation Coaching, Collective Teacher Efficacy, and Leadership). *(MoEdu-sail, 2018, p. 8.)*

3. **Effective teaching and learning practices** as defined within the MMD Framework are demonstrated through research to result in improved student learning. In order to maximize outcomes, the practices should be implemented with fidelity across content areas. *(MoEdu-sail, 2018, p. 67)*

4. **Feedback** is defined as information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. *(MoEdu-sail, 2018, p. 68)*

5. **Modeling** is a coaching strategy demonstrating a concept or approach to instruction.

6. **Practice Profile** is a framework developed by the National Implementation Research Network (NIRN) as a way of outlining criteria using a rubric structure with clearly defined practice-level characteristics. *(MoEdu-sail, 2018, p. 70)*
    ➢ **Essential Functions** align with the teaching/learning objectives for each professional learning module. *(PowerPoint presenter notes slide #20)*
    ➢ **Criteria** are the standards used to determine the level of implementation for each essential function.

7. **Solution dialogue** occurs between the coach and the educator(s) being coached. This collaborative solution-oriented discussion supports the implementation with fidelity of the effective educational practices.

8. **School-Based Implementation Coaching** (SBIC) is a non-evaluative process in which two or more professional colleagues work together for the purpose of improving instructional practice. The process involves a collaborative relationship, trusting culture, a clear purpose, and an agreed upon format which is solution-oriented and learner-centered. *(PowerPoint presenter notes slide #25)*

MoEdu-sail. (2018). Missouri model districts framework: Blueprint for district and building leadership, second edition. [Online blueprint]. Retrieved from https://www.moedu-sail.org/district-materials/