Missouri Model Districts
Effective Teaching and Learning for ALL Students

School-Based Implementation Coaching Handout Packet

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/

Synopsis of Coaching Principles

Elena Aguilar

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. John Wiley & Sons.

Strategies outlined:

- Trust Building
- Exploration (learn about your client through data, observations, informal conversations)
- Develop a Work Plan
- Listen and Question
- Facilitative and Directive Coaching Conversations
- Reflection

Jim Knight

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Corwin Press.

Seven Principles

1. Equality: Instructional Coaches and Teachers Are Equal Partners
2. Choice: Teachers Should Have Choice Regarding What and How They Learn
3. Voice: Professional Learning Should Empower and Respect the Voices of Teachers
4. Dialogue: Professional Learning Should Enable Authentic Dialogue
5. Reflection: Reflection Is an Integral Part of Professional Learning
6. Praxis: Teachers Should Apply Their Learning to Their Real-Life Practice as They Are Learning
7. Reciprocity: Instructional Coaches Should Expect to Get as Much as They Give

Robert Marzano & Julia Simms

Marzano, R. J., & Simms, J. A. (2013). *Coaching classroom instruction*. Bloomington, IN: Marzano Research Laboratory. pp. 213-214.

https://www.marzanoresearch.com/resources/tips/cci_tips_archive

The following tips are designed to assist you in applying the latest research in tangible ways in your classroom, school, or district.

- Establish trust
- Provide descriptive feedback – verbal and written – timely and specific
- Provide teachers with choice
- Clarify that coaching is nonevaluative
- Emphasize growth and learning – focus on the positive rather than trying to fix
- Facilitate discussion through various types of conversations
- Focus on one goal at a time
- Measure and track a teacher's progress
- Assist the teacher with a self-audit then select and write growth goals
- Identify errors or omissions in the use of a strategy
- Establish a set of shared understandings

Pam Robbins

Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student learning*. ASCD, p. 9.

"Peer Coaching is a powerful, confidential, nonevaluative process through which two or more colleagues work together to do the following:
- Reflect upon and analyze teaching practices and their consequences
- Develop and articulate curriculum
- Create informal assessments to measure student learning
- Implement new instructional strategies, including the integrated use of technology
- Plan lessons collaboratively
- Discuss student assessment data and plan for future learning experiences
- Expand, refine, and build new skills
- Share ideas and resources
- Teach one another
- Conduct classroom research
- Solve classroom problems or address workplace challenges
- Examine and study student learning with the goal of improving professional practice to maximize student success."

Diane Sweeney & Leanna Harris

Sweeney, D., & Harris, L. S. (2016). *Student-centered coaching: The moves*. Corwin Press.

- Trusting, respectful, and collegial **relationships** are necessary for all coaching
- Coaching is driven by **data** (CFA)
- **Set goals** – this points us toward outcomes (learning targets for students)
- **Increase Co-Teaching**, decrease modeling and observation
  Noticing and naming – work side by side – collect evidence: student conversations, exit tickets, observational data, etc.
  Micro modeling – coach models small portion of the instructional block, ex. Shows how to pose a higher level math question and then the teacher provides a similar question.
  Think aloud – Coach shares with teacher
- **Strengths-Based Feedback** – honors the work teachers are doing while helping them grow as learners
- **Stay focused** on what teacher has committed to learning or doing

School-Based Implementation Coaching

Overview

School-Based Implementation Coaching (SBIC) is a non-evaluative method of professional learning that supports an educator in applying new learning to their unique context. SBIC can take many forms, but requires a collaborative relationship between at least two professionals; the coach and the person(s) being coached.

Benefits of Coaching

Promotes the application of learning

Provides motivation

Promotes reflection

Develops skills

(Aguilar, 2013)

Coach-Teacher Conversations

Reflecting

How do you know what you have implemented is impacting student learning?

Coaching

What do you see as opportunities for growth?

Facilitating

You mentioned that implementing three times a week has made your students strong self-assessors. What are your next steps?
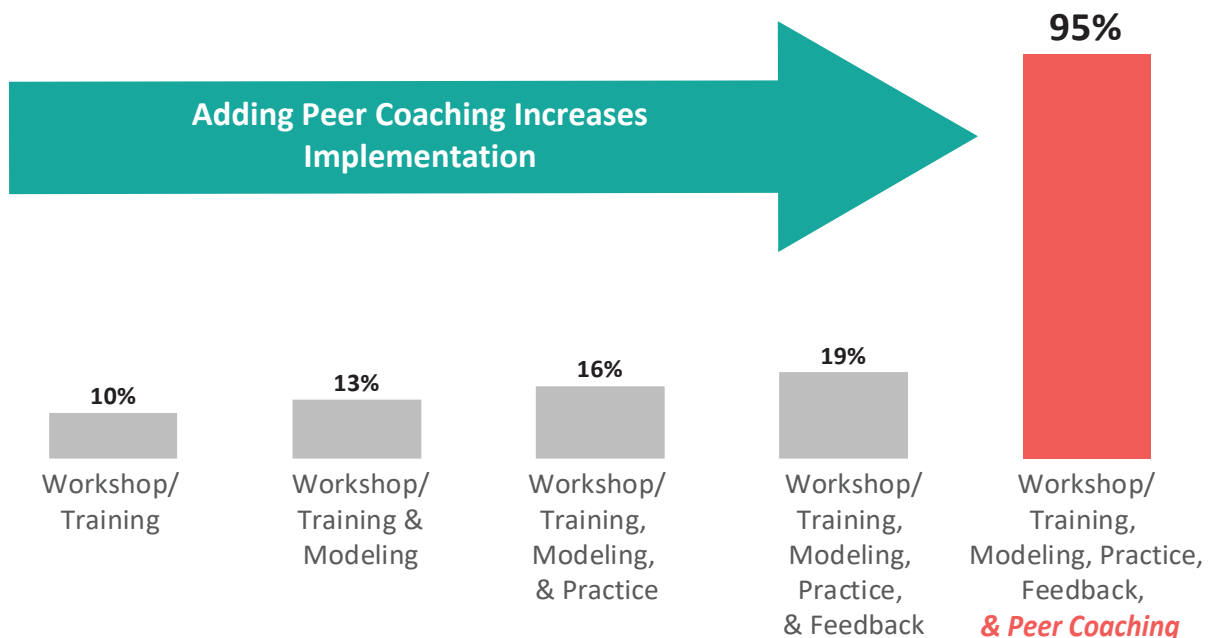
Coaches

Facilitate reflection on data

Gather evidence of growth

Provide positive feedback

Establish collaborative relationships

Model examples of content & practice

Effective implementation of new skills is more probable when training and coaching are combined

Adding Peer Coaching Increases Implementation

95%

10%
Workshop/ Training

13%
Workshop/ Training & Modeling

16%
Workshop/ Training, Modeling, & Practice

19%
Workshop/ Training, Modeling, Practice, & Feedback

Workshop/ Training, Modeling, Practice, Feedback, *& Peer Coaching*

(Joyce & Showers, 2002)

School-Based Implementation Coaching Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outlined in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011). The Practice Profile is anchored by the essential functions. Moving from left to right are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

How to Use the Practice Profile

The essential functions align with the teaching/ learning objectives for each learning package. For each teaching/learning objective are levels of implementation. For some essential functions, proficient and exemplary implementation criteria are the same and in others, criteria differ. Close to proficient levels of implementation suggest the skill or practice is emerging and coaching is recommended for moving toward more proficient implementation. When implementation is reported at the unacceptable variation level, follow-up professional development in addition to coaching is recommended. The presenter/consultant should walk through the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder to the implementation criteria and is also aligned with the fidelity checklists.

	Essential Function	Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional development and coaching are critical.)
		School-Based Implementation Coaching **Practice Profile**			
1	Educators develop and maintain coaching relationships.	Meet 5/5 criteria for developing and maintaining coaching relationships: • Create reciprocal partnerships. • Communicate about coaching purpose and practices. • Allow teachers to identify needs and to choose coaching support. • Acknowledge and address differences. • Build teacher leadership capacity.	Meet 4/5 criteria.	Meet 3/5 criteria.	*Fewer* than 3/5 criteria.
2	Educators provide effective feedback.	Effective feedback provided by educators meets 6/6 criteria: • Provide informal positive feedback immediately after the session. • Use specific, descriptive, and actionable verbal feedback. • Use specific, descriptive, and actionable written feedback. • Start with positive feedback focusing on specific examples that indicate strengths of practice. • Reaffirm the positive and then mutually address growth elements with specific language and examples. • Celebrate growth within the practices.	Meet 5/6 criteria.	Meet 4/6 criteria.	*Fewer* than 4/6 criteria.
3	Educators develop a strategic and differentiated coaching plan.	Coaching plans developed by educator meet 5/5 criteria: • Align coaching plan focus to school building/district vision and goals. • Support educators in self-assessment using the Practice Profile of the effective educational practice(s). • Support educators in development of growth goal. • Establish methods of data collection for indicators of progress. • Share a plan for gradual release of responsibility.	Meet 4/5 criteria.	Meet 3/5 criteria.	*Fewer* than 3/5 criteria.

		School-Based Implementation Coaching Practice Profile				
	Essential Function	**Exemplary Implementation**	**Proficient**	**Close to Proficient** (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	**Far from Proficient** (Follow-up professional development and coaching are critical.)
4	Educators use solution dialogue.	Solution dialogue includes 7/7 criteria: • Facilitate conversation about what has gone well and where more support is needed. • Facilitate conversation about relevant data. • Respond to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practice. • Support suggestions for change in practice by modeling examples of the content/practice in use. • Provide opportunity for reflection and clarification of recommendations. • Offer opportunity or resources for guided practice. • Facilitate identifying next steps.	Includes 6/7 criteria.	Includes 5/7 criteria.	Includes 4/7 criteria.

5	Educators progress monitor implementation of effective educational practices.	Meet all 3/3 criteria *and* use four modes of gathering evidence.
		• Gather evidence to monitor progress toward growth goal plan using four modes.
		    o Observation.
		    o Video recording themselves.
		    o Student evidence (classroom discourse, student work).
		    o Journaling.
		• Reflect on evidence to determine growth toward goal.
		• Determine next steps.
			Meet 3/3 criteria.	Meet 2/3 criteria.	*Fewer* than 2/3 criteria.

Benefits of School-Based Implementation Coaching

Benefits of SBIC	Your Benefits
1. Improved student achievement	
2. Enhanced sense of professional skill	
3. Increased ability to analyze lessons	
4. Better understanding of best practices in teaching and learning	
5. Wider repertoire of instructional strategies and resources	
6. Deeper senses of efficacy	
7. Stronger professional ties with colleagues	
8. Improved teaching performance	
9. A better articulated curriculum	
10. More cohesive school culture	
11. Positive school climate	

Education World. (n.d). *Teachers observing teachers: A professional development tool for every school* [Online Article]. Retrieved from http://www.educationworld.com/a_admin/admin/admin297.shtml
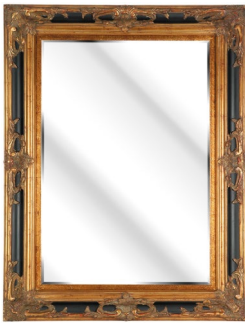
Discovering Your FRAME
Activity Directions

Use the handout – Discovering Your FRAME

1. Think of words that describe **you**, words that make up your FRAME. (Example: mother, coach, pianist)
2. Choose 4 words to write on your FRAME, one on each side.
3. Get into groups of 4-6.
4. Each person takes a turn sharing their words with the group. If a word shared is one that could be a part of your FRAME, add the word somewhere on your frame.
5. If a word is different from one that might be part of your FRAME write it on the mirror.
6. When everyone has finished sharing their words, discuss things that people in the group have in common. These commonalities help us make connections and build trust.
7. Next, look at the differences written on your mirror. What questions might you pose to one another to help you have a better understanding of these differences and to help you see things from a different perspective? Through reflection, respect, learning more about the differences of others, and seeing things from a different perspective, connections are made. Once differences, these things now become a part of our FRAME.

- All the things that make up who we are and how we view situations can be referred to as our FRAME.
- Our FRAME is made up of many things including: heritage, family, age, gender, education, physical abilities, values, roles, culture, region, experiences, values, hobbies, and other influences.
- We make connections to those having "things in common" within our FRAMES.
- We also make connections to differences. When we are reflective, ask questions, and respect the differences we see in others, those differences then become a part of our FRAME.

F R A M E
F – Figure out the facts
R – Reflect on reality
A – Challenge assumptions
M – Maintain an open mind
E – Expand your experiences

Activity adapted from "Teaching Tolerance. (n.d.). Reflection: What's your frame? [Classroom Lesson]. Retrieved from https://www.tolerance.org/classroom-resources/tolerance-lessons/reflection-whats-your-frame"

Discovering Your FRAME

Commonalities – We make connections when we find things we have in common.

Differences – We make connections when we respect differences, ask questions, and see things from another's perspective.

How Can a Coach Gain a Teacher's Trust?

By **Elena Aguilar** on September 2, 2013 8:51 PM   EDUCATION WEEK TEACHER Teacher Blogs

A question I'm often asked is: How can I gain the trust of the teachers I'm working with?

In my book, *The Art of Coaching,* I offer ten steps for building trust with a new client and some suggestions for how to repair trust that's been broken. These steps include carefully planning for a first conversation, establishing confidentiality, and actively listening during that first conversation. I also encourage coaches to make a great effort to personally connect with clients and to find authentic ways to validate their emotions and experiences. I discuss the importance of being transparent about what your role as a coach entails and what you can offer, and I stress the need to keep commitments.

Building trust takes time, and while I provide these "Ten Steps," there are some elements missing in this puzzle. Perhaps they're the preparatory steps, the things that a coach needs to do *before* she engages with a new client.

Start with Empathy

In order to build trust, a coach needs to empathize with her client. Whenever I'm going into a coaching meeting, I try to imagine where that teacher or administrator is coming from literally-- where he has been that day, what he's been doing, and how he might be feeling. Often this helps me to get into his frame of mind and adjust my coaching moves to meet him where he's at.

When I think about teachers at the start of this year, I immediately think about the waves of change that are exceptionally wild right now. All kinds of things are changing, expectations and assessments and core beliefs about learning--and while it's not all bad and it is what it is, it's a rough and bumpy ride for teachers.

With change comes unknowns and uncertainty and that's an environment in which trust is essential and perhaps more tenuous to build. So coaches, remember this--being in a teacher's seat during times of change means that a coach needs to be even more mindful of the need to build trust. Cultivate your empathy for whomever you're coaching and building trust will almost naturally flow as a consequence.

Set an Intention

Setting intentions is about orienting your mind and actions towards an identified end desire. It really is the launching place of all behavior. Before beginning a coaching relationship, and then before each meeting, I encourage you to set an intention. Intentions can sound like:

- My intention is to understand where my client is at, and to help her develop her practice in the direction she wants it to go.
- My intention is to be a kind and compassionate listener who can gently nudge my teacher to more efficacious instruction.
- My intention is to provide a safe space for reflection.
- My intention is to be a rock of stability and safety during this time of great change.

As a new coach, I now know my actions did not always come from such positive places. Had I taken the time to reflect on what my intentions were, I might have recognized that I was entering coaching situations with an intention to "fix" or change another person. As I shifted the intentions behind my coaching, I became a much more effective coach--and one who engendered trust in her clients.

As you begin coaching relationships, there are many things you can do to build trust. It doesn't end there of course--trust has to be maintained and tended to, but a good start is invaluable.

Elena Aguilar, an experienced K-12 educator, is a transformational-leadership coach and consultant in Oakland, Calif. She is the author of *The Art of Coaching: Effective Strategies for School Transformation* (Jossey-Bass, 2013) and *The Art of Coaching Team*(Jossey-Bass, 2016). She is currently working on a book on cultivating emotional resilience in educators.

Aguilar, E. (2013). *How Can a Coach Gain a Teacher's Trust?* [Web Log]. Retrieved from http://blogs.edweek.org/teachers/coaching_teachers/2013/09/how_can_a_coach_gain_a_teacher.html

Missouri SPDG/MMD
2018 Revision

SBIC How Can a Coach Gain a Teacher's Trust?
Page 2

Find Someone Who Can Give a Tip

10 Steps to Building Trust

Plan and Prepare	**Connect**
Cautiously Gather Background Info	**Validate**
Establish Confidentiality	**Be Open About Who You Are and What You Do**
Listen	**Ask for Permission to Coach**
Ask Questions	**Keep Commitments**

10 Steps to Building Trust

1. **Plan and Prepare** – Plan carefully. Reflect on and write questions you plan on asking. Anticipate questions you might receive. Pose questions that are conversational, rather than like an interview.

2. **Cautiously Gather Background Information** – Avoid speaking to others about a client prior to your first meeting. You might hear things that will give you a preconceived picture of the client and influence your feelings and beliefs about them. When meeting for the first time, allow your client to be the expert. Don't overwhelm them at the first meeting with information from external sources. Focus on the person being coached and be authentically curious about who he is, where he's been on his learning journey, and where he wants to go. Later you can do research to support your client.

3. **Establish Confidentiality** – Communicate clearly to your client that coaching conversations will be confidential. Share the fact that the only thing that will be shared with administrators will perhaps be a coaching log showing the 4 T's: teacher, time, topics, tasks. Coaching has to be non-evaluative or it just doesn't work.

4. **Listen** – Listen deeply so you understand where your client is coming from. Listen for what he desires from the coaching experience, and listen to his fears. Remember to always listen with acceptance. This helps to develop confidence in you and your integrity. Be an active listener that restates or paraphrases to check your understanding and let your client know he has been heard.

5. **Ask Questions** – Pose questions that ask for more information when you are first getting to know your client. For example, "Could you tell me more about that?" This is an invitation for your client to go deeper in his thinking and share the next layer of reflection. As you become more acquainted with your client your questions can be used to shift a client's perceptions, deepen learning, move actions, and transform practice.

6. **Connect** – Attempt to uncover personal connections. Be attentive to family pictures or things in their classroom that tell you something about them. Begin by asking general questions such as "How was your weekend?" or "Where did you grow up?" Look for commonalities to connect to and find ways to connect to differences as well.

7. **Validate** – View your client from a lens that makes her strengths "Pop Out!" Most clients feel vulnerable. Validating another's strengths and experiences is powerful. Keep praise simple and specific. "Wow! Those work samples you posted must really give students a clear picture of the expectations!"

8. **Be Open About Who You Are and What You Do** – Give client a basic professional sketch of who you are. Don't overwhelm them with your extensive qualifications, instead, ask them "Is there anything else you would like to know about me?" Clients usually want to know more about what you'll be doing.

9. **Ask Permission to Coach** – When we ask permission to coach we remind the client that she is in control. This will build and increase trust and the coachee will be more willing to reflect and grow professionally. Here are questions you might pose to ask permission:
   "The next time we meet, would it be okay to look at student work?"
   "Would you mind sharing some things that you thought were challenging with that lesson?"
   "Would it be okay if I sent you some feedback by email about what I observed, or would you rather we set up a time to meet face to face?"

10. **Keep Commitments** – Stay true to the promises you make. Be careful not to make too many commitments that will be hard to keep. Avoid being drawn into doing things that aren't a coach's job such as copy work and making phone calls. These things take time away from the true purpose of a coach. Providing resources, however, is a good way to connect with clients and begin building a coaching relationship. Just be careful, it's better to under promise and over deliver than the reverse.

Aguilar, E. (2013). The art of coaching: Effective strategies for school transformation. San Francisco, CA: Jossey-Bass

30-Second Feedback
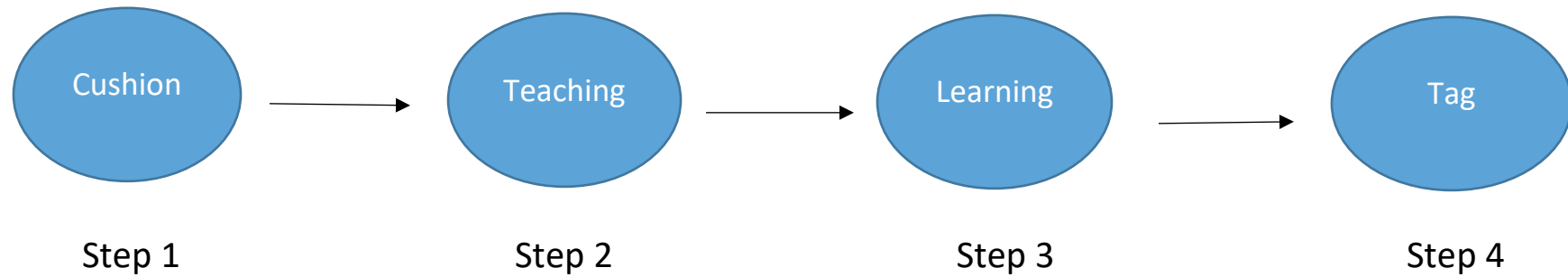
Cushion	→	Teaching	→	Learning	→	Tag
Step 1		Step 2		Step 3		Step 4

Rutherford Learning Group. (2009). *Seven tools for developing teachers and teaching* [Downloadable Resource]. Retrieved from http://www.rutherfordlg.com/new/wp/wp-content/uploads/2014/04/7toolsfordevelopingteachersandteaching.pdf

7 Tools for Developing Teachers & Teaching

Tool 1: 30 Second Feedback

Outline: **Cushion + Teaching + Learning + Tag**

Cushion: (Step 1) A courtesy statement such as "I enjoyed being in your classroom today…" or "thanks for having me in for a few moments today…"

Teaching: (Step 2) Specifically identify a moment of teaching such as "When you knelt down and worked with Laura to correct her paper…" or "When you held the globe in your hand…" **PAUSE**

Learning: (Step 3) Specifically identify one positive learning effect that followed from the specific episode of teaching. For example, "She focused and gave extra effort in response to your attention" or "Everyone's eyes were on you anticipating what you might do next."

Tag: (Step 4) An upbeat finish/compliment such as "That really worked" or "That was an effective way to deal with the situation" or "Nice move!"

+ Cushions: Step 1	+ Tags: Step 4
I enjoyed being in your classroom today. It was fun to watch you work today. Thanks for having me in today… It's always fun to see what you're up to… I always look forward to visiting your classroom… I'm glad it worked out that I could stop in today… I always see something positive in your classroom… Nice job today – fun to watch… Lots of positive happenings in your classroom today… Things really went well for you today… Your students were really into it today…	That worked well for you today. Your students benefitted from your work. That was an excellent choice. That was a successful move. That was well done. You executed that strategy expertly today. I wish I had a video of that to show others. You had it going on today. You should be proud of today's work. Very, very productive today. That was clearly excellent work. Today was quality work on your part. That was a very effective technique. Excellent planning and execution in your classroom. That took a lot of work to organize that, the pay-off was worth it. The _____ you used today really worked for you. Keep it up. That worked well for you today. Your students benefited.

Step 2, Pause, Step 3: Teaching and Learning/Cause and Effect

- When you asked students to _____.
- Something I noticed when you had students do _____ was _____. / I saw _____.
- When in your classroom today, I noticed multiple _____ to give you positive feedback.

Teaching/Cause	Learning/Effect
Cooperative Learning (Pair-share)	Increased engagement
Hand on back	Redirecting/increased focus
Talk with a friend	Ownership of own learning
Clickers (formative assessment)	Keeps engagement up
Change in practice	Keeps engagement up
Data used from last test	Set goals/purpose
Justify answers	Emotional safety/growth mindset
Draw attention to prior learning	Increase success opportunity
Posted goal	End in mind

Ineffective feedback: Nice work, I liked, I loved, or I was impressed.

Adapted from "Rutherford Learning Group. (2009). *Seven tools for developing teachers and teaching* [Downloadable Resource]. Retrieved from http://www.rutherfordlg.com/new/wp-content/uploads/2014/04/7toolsfordevelopingteachersandteaching.pdf"

Criteria for Providing Effective Feedback

Essential Function #2

1. Provide informal positive feedback immediately after the session.

2. Use specific, descriptive, and actionable verbal and written feedback.

3. Start with positive feedback focusing on specific examples that indicate strengths of practice.

4. Reaffirm the positive, then mutually address growth elements with specific language and examples.

5. Celebrate growth within the practices.

Growth Goal Plan

Individual/Team Name _____

Coach_____

Start Date	Growth Goal	Plan to Meet Goal	Indicators of Progress	Progress Monitoring Mode
	Effective Educational Practice needing growth: _____ (DACL, Metacognition, Collaborative Teams, Data-Based Decision Making) Use Practice Profile data to identify essential function/indicator needing growth & determine goal.	Use Practice Profile indicator to determine what actions will be taken to meet growth goal.	Data/evidence that will be gathered	Examples: • Observation • Video recordings of self • Student evidence (discourse, work) • Journaling • Other

Reflection	Next Steps List specific steps to be taken along with timeline.
Teacher or Team Self Reflection: What went well? What are the opportunities for growth? **Collaborative Reflection:** Teacher or Team engages in solution dialogue with coach then develops next steps.	

Adapted from: Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. San Francisco, CA: Jossey-Bass.

Adapted from: Marzano, R. J., & Simms, J. A. (2013). *Coaching classroom instruction*. Bloomington, IN: Marzano Research Laboratory.

Example DACL Practice Profile

	Essential Function	Exemplary Implementation	Proficient	**Close to Proficient** (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	**Far from Proficient** (Follow-up training and coaching are critical.)
1	Educators teach students to determine, "Where am I Going?"	When teaching students to develop learning goals, 5/5 criteria occur: Educator: • Writes daily targets using student-friendly language, using "I can____," or "I know ___" statements • Creates daily opportunities for students to use or interact with learning targets • Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning • Analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an on-going task throughout learning to clarify misconceptions) • Asks students to set daily goals in relation to the learning targets	When teaching students to determine learning goals, 4/5 criteria occur and must include: Educator: • Writes daily targets using student-friendly language, using "I can _____," or "I know _____" statements • Creates daily opportunities for students to use or interact with learning targets • Asks students to set daily goals in relation to the learning targets	When teaching students to determine learning goals, 3/5 criteria occur and must include: Educator: • Writes daily targets using student-friendly language, using "I can____," or "I know____" statements • Creates daily opportunities for students to use or interact with learning targets	When teaching students to determine learning goals, fewer than 3/5 criteria occur.

| 2 | Educators teach students to determine, "Where am I Now?" | When teaching students to self-evaluate learning progress, 5/5 criteria occur:
Educator:
• Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria
• Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process
• Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received
• Asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process
• Instructs students to set personal goals based on feedback and self-assessment | When teaching students to self- evaluate learning progress, 4/5 criteria occur. | When teaching students to self-evaluate learning progress, 3/5 criteria occur. | When teaching students to self-evaluate learning progress, fewer than 3/5 criteria occur. |
| 3 | Educators teach students to determine, "How do I Close the Gap?" | When teaching students to identify next steps in learning, 4/4 criteria occur:
Educator:
• Assists each student in determining what might be some of the next instructional steps for the individual.
• Paces instruction to allow for the feedback loop and focused student revision.
• Provides opportunities for students to self-reflect and document their learning.
• Provides opportunities for students to share their learning. | When teaching students to identify next steps in learning, 3/4 criteria occur. | When teaching students to identify next steps in learning, 2/4 criteria occur. | When teaching students to identify next steps in learning, fewer than 2 criteria occur. |

Example DACL Growth Goal Plan

Individual/Team Name _____   **Coach**_____

Start Date	Growth Goal Effective Educational Practice needing growth: ***DACL*** (DACL, Metacognition, DBDM, etc.) Use Practice Profile data to identify essential function/ indicator needing growth & determine goal.	Plan to Meet Goal Use Practice Profile indicator to determine what action will be taken to meet growth goal.	Indicators of Progress Data/evidence that will be gathered	Progress Monitoring Mode Examples: • Observation • Video recordings of self • Student evidence (discourse, work) • Journaling • Other

	Essential Function 1
	"Where am I going"
	Criteria 3
	Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to interact with it.
	
	My growth goal is to develop a rubric for writing assignments and to give students opportunities to use it to assess their writing and that of others.
		1. *A writing rubric will be developed with the help of my students. It will be written in student friendly language.*
		2. *All students will refer to the rubric when they work on writing assignments each day.*
		3. *The area of writing we are focusing on each day will be discussed and highlighted on the rubric.*
		4. *Students will use the rubric at least once a week to assess their writing and/or that of others.*
			1. *A grade appropriate writing rubric will be seen being used by students.*
			2. *Students will be able to explain where they are with writing skills in relation to the rubric.*
			3. *Student writing will improve, especially in areas that have been highlighted on the rubric.*
				• ***Video recording***
				• ***Student evidence***
				
				    Discourse
				
				    Work

Reflection	Next Steps
	List specific steps to be taken along with timeline.
Teacher or Team Self Reflection: What went well? What are the opportunities for growth? **Collaborative Reflection:** Teacher or Team engages in solution dialogue with coach then develops next steps.	

Adapted from: Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. San Francisco, CA: Jossey-Bass.

Adapted from: Marzano, R. J., & Simms, J. A. (2013). *Coaching classroom instruction*. Bloomington, IN: Marzano Research Laboratory.

Example Solution Dialogue Script

Essential Function #4

(Directions for the presenter: Turn the solution dialogue activity card over when you observe one of the indicators within the script. If the audience is advanced, ask them to roleplay.)

Coach: (#3) How has your day gone?

Teacher: It has been very busy.

Coach: Thanks for bringing in your video. Your students were really into self-assessing and I know that is part of your growth goal.

Teacher: Thanks. I know I'm just getting started with this process. It's something a little different for me. At first it was a little overwhelming, but my students are having fun as they assess their work.

Coach: (#1) What worked well for you in implementing your growth goal of developing a writing rubric with student input and using it to self-assess?

Teacher: Having a visual so the students could actually see the level they were on and the level they were working toward was really powerful.

Coach: (#3) In the video, we saw how the student was able to self-assess using the rubric. The video did not show students creating the rubric. Please tell me how the rubric was developed.

Teacher: The students provided more input on the rubric than I thought they would. Involving the students in this process helped them better understand the expectations and now that they are more invested, they are more motivated to improve their writing skills. They liked using the rainbow colors for showing the rubric levels of proficiency.

Coach: How do you know what you have implemented is impacting student learning?

Teacher: (#2) My students are able to look at their work and compare it to the student work on the rubric. They can describe where they are.

Coach: I'm excited to see your students' work samples. Would you bring some samples of student work the next time we meet?

Teacher: I would be glad to share these with you next time.

Coach: What do you see as your opportunities of growth? What specific area might you want to strengthen?

Teacher: I don't know what to do next.

Coach: I noticed in the video the boy looked comfortable self-assessing with the rubric. What made that possible?

Teacher: I was able to implement writing three times a week so, students have a lot of practice with the rubric.

Coach: I hear you saying that implementing three times a week has made your student strong self-assessors. What are your next steps for implementing ACL?

Teacher: I'm not sure. I feel like I'm still leading my students in determining where they are.

Coach: Let's look at the ACL Practice Profile for ideas for next steps. (*Look at the practice profile.*) In planning next steps for growth here are a couple of directions from which to choose:

1. Applying essential function #1 to another content area, possibly math?
2. Taking the writing rubric to a deeper level by instructing students in setting growth goals for their writing.

Teacher: I like the idea of moving the students to setting growth goals. I see on the ACL Practice Profile that the indicator says students set personal goals based on feedback and self-assessment. What does that look like?

Coach: So you are saying you would like to see examples of what this will look like and to find further resources to review.

Teacher: Yes, that would be wonderful!

Coach: (#5, #6) I will share a few videos that might be helpful.

Teacher: Oh good! I don't have time to look for good examples.

Next are the questions a coach will use during the progress monitoring portion of the coaching session. Teacher responses are not given.

- *How will you revise your plan to make it more effective?*
- *Did you have the steps needed in your plan to meet your goal?*
- *Did the indicators of progress you selected give you enough evidence that the goal is being met?*
- *Will you want to continue using the video recording mode? Why, why not or which mode will best align to your next goal?*

Coach: (#7) When will we meet again to discuss what you noticed in the videos?

Teacher: I can meet next week at the same time.

Coach: I will mark my calendar for next Tuesday at 2:05. After you watch the video, we will develop the next part of your growth plan. Because we have talked about many things today, let's summarize our take-away next steps so we can record them. What are your responsibilities? My responsibilities?

1. Facilitate conversation about what has gone well and where more support is needed	2. Facilitate conversation about relevant data
3. Respond to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practice	4. Support suggestions for change in practice by modeling and/or examples of the content/practice in use
5. Provide opportunity for reflection and clarification of recommendations	6. Offer opportunity or resources for guided practice
7. Facilitate identifying next steps	

Types of
Coach-Teacher Conversations

Coaching can be tailored to meet specific needs based on the individuals being coached and the situation. A coach's work can be differentiated by choosing questions that best fit the intended outcome.

Question Type	Intended Purpose & Outcome
Reflecting	*Realization*
Facilitating	*Clarifying goals*
Coaching	*Teacher growth*

*See next pager for specific examples.

Adapted from
Marzano, R. J., & Simms, J. A. (2013). *Coaching classroom instruction*. Bloomington, IN: Marzano Research Laboratory.
Sweeney, D., & Harris, L. S. (2017). *Student-centered coaching: The moves.* Thousand Oaks, CA: Corwin.

Reflecting Conversations

Purpose & Outcome To guide a teacher in identification and **realization** to address what is and what needs to be. **Looks Like:** • Paraphrasing by the coach • Active listening • Teacher is able to express authentic thoughts	**Reflecting Conversation Question Stems:** So, what I understand you to say is … What have you tried so far? What I hear you saying is … Am I missing anything? In other words … Can you tell me a bit more about …? So you think … needs to be done. Correct? I'm hearing many things …, but is your main concern …? As I listen to you, I'm hearing … Is there anything else you feel I should know? It would help me understand if you'd give me an example of …

Facilitating Conversations

Purpose & Outcome Facilitate a conversation about **goals** in which the teacher sets appropriate goals for growth. **Looks Like:** • Clarifying questions are used by the coach • Questions that clear up misconceptions, reveal errors, or sharpen focus	**Facilitating Conversation Question Stems:** I'm interested in … Could you tell me more specifically about…? I wonder about … Could you explain …? What changes could be made to solve …? What would happen if …? What sort of effect do you think … would have? What can be done to minimize/maximize …? What would you recommend …? How would you prioritize …? How might this look different …? What other ways do you plan to …? What would happen if …? What might be an alternative …? What changes would you make to more easily reach your goal?

Coaching Conversations

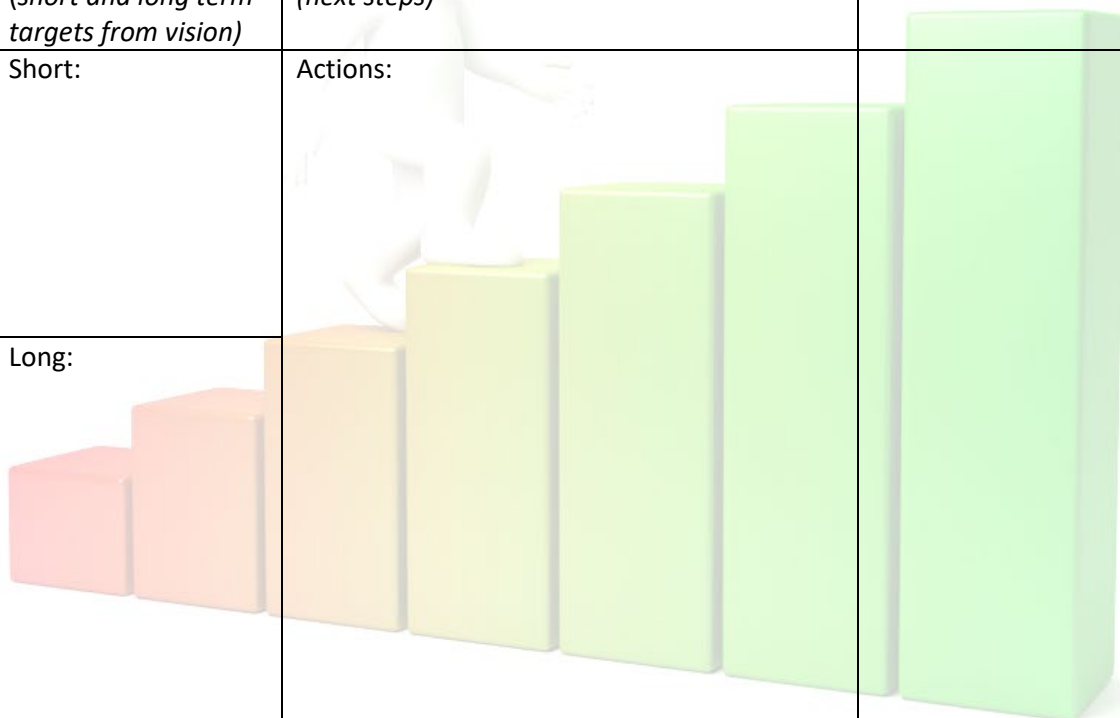|	
Purpose & Outcome To guide understanding regarding progress or lack of progress in the use of specific elements for teacher **growth**. **Looks Like:** • Coach suggests specific strategies to use • Identifies changes that need to be made by the teacher	**Coaching conversation question stems:** What do you see as your specific next step to …? What do you see as an obstacle …? What's a different approach? You felt this part was successful. What could be added or changed to be even more successful? Have you tried …? Many teachers find it helpful when they … Would you be willing to try…? (specific strategy) What seems doable and important to you for growth? What piece is missing that prevented success? Would you like to hear a couple ideas that others found helpful? You have been using this strategy … You don't seem pleased with the results so what else might you try in order to be more successful? May I suggest something?

Next Steps Action Plan for School-Based Implementation Coaching

Name_____ Date _____ School/District_____

Effective Educational Practice and Focus:

Brief statement of vision for SBIC:

Where are we now? (*current reality*)	Where are we going? (*short and long term targets from vision*)	How will I close the gap? (*next steps*)	When	Who
	Short: Long:	Actions:		

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