**SBIC Module Pre/Post Assessment**

District: School:­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**For each scenario below, does the action taken by the educators help to develop and maintain a positive coaching relationship?**

**Mark yes or no.**

1. At the beginning of his coaching session with Doug, Curt showed him the data he had collected during his observation regarding the limited number of students responding to questions. Curt then shared a technique he uses to get more students involved in answering questions.

Yes

No

1. The Woodman High School and Middle School Science Teams are partnering for peer-coaching. Before coaching began, the teachers met to create a mutual agreement on the purpose of coaching, with an understanding that the sessions are non-evaluative and are for mutual learning purposes.

Yes

No

**For each scenario below, does the action taken by the educators meet the definition of effective feedback?**

**Mark yes or no.**

1. A week after his observation, Steve sent Sam an email with the following feedback, *“Great job! Most students were working hard the whole time and there were just a few minor behavior problems. Students seemed to understand directions for making the art element posters. I look forward to you observing my class next month.”*

Yes

No

1. While coaching the 9th grade ELA team, Mr. Garcia posed the following questions: *What is the data telling you? Based on the data, did you meet the goals that you set? Does the data provide you with any clues about where the problem with instruction might have been? What is a possible next step based on the data you are reviewing?*

Yes

No

1. Jen put the following note in Judy’s mailbox immediately following a brief walk-through observation. *“Observing your lesson today was a learning experience for me. You provided place value materials to your students and showed them how to exchange a hundred block for 10 tens while modeling subtraction. This resulted in the students being very engaged and they appeared to have a clear understanding of the regrouping process. Nice strategy!”*

Yes

No

**For each scenario, does the action taken by the educator(s) support the development of a strategic and differentiated coaching plan?**

**Mark yes or no.**

1. Prior to observing one another, Matt and Susan discussed options for an educational practice that would be the focus of their coaching sessions. Classroom data indicated that Matt was implementing a few metacognition strategies well. Since metacognition was the district focus, they agreed that their coaching sessions would focus on continuing to build Matt’s skills with additional metacognitive strategies.

Yes

No

1. Dan and Donna created a strategic coaching plan that consisted of these three steps: 1) observe teacher and student actions; 2) take detailed notes to capture occurrences in the classroom; and 3) schedule a debrief session to discuss and celebrate positive observations.

Yes

No

1. The building coach suggested that the 4th grade data team take a self-assessment using the Practice Profile for DBDM. The data will be used to determine team strengths and opportunities for growth regarding data-based decision-making implementation.

Yes

No

**For each scenario, does the action taken by the educator(s) demonstrate or encourage the use of solution dialogue?**

**Mark yes or no.**

1. Marcia has developed a list of questions that she poses to every teacher during their coaching sessions. She believes having one general list of questions for her coaching sessions is easier to manage and helps her better manage her time.

Yes

No

1. When Tim has to share unfavorable data he poses the following questions to himself: *What will be most difficult about this conversation?* *What’s the purpose for this conversation?* *Which skills will I need to use in this conversation?* *How will I prepare for this conversation?*

Yes

No

**For each scenario, does the action taken by the educator(s) contribute to progress monitoring the implementation of effective educational practices?**

**Mark yes or no.**

1. Each week, Andrea shows and discusses a video illustrating numerous strategies teachers can utilize to help students become more assessment capable. After viewing the videos, she asks teachers to jot down at least one new practice they will implement in their classrooms.

Yes

No

1. The 6th grade teachers schedule weekly observations and use a checklist of effective metacognitive strategies. Each team member keeps a data chart that reflects the changes in metacognitive actions observed each week. This data is used to determine future coaching needs.

Yes

No

**SBIC Pre/Post-Assessment KEY**

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