## Index

Academic rigor, 28 Advice-giving behaviors, 93, 93 (figure), 94 (figure) Anecdotal evidence, 71, 72 (figure) Appreciative feedback, 120, 121 (figure) Arter, J., 40, 60, 163 Assessment alignment strategies, 30–31, 136-138, 137 (figure) Backward design, 25 Barth, R., 56 Beers, K., 98 Brookhart, S., 26-27 Brown, B., 117, 118 Celebrate success, 141 Chappuis, J., 40, 60, 163 Chappuis, S., 40, 60, 163 Cheliotes, L., 117 Clarification strategies, 120, 121 (figure), 129 (figure), 130 (figure), 163 Classroom coaching collaborative planning and preparation, 45–47, 46 (figure), 49, 50 (figure) co-teaching approach, 43–50 effective language, 55, 55 (figure) instructional pace, 49–50 partnership agreements, 44-45, 56, 56 (figure), 162 practical examples, 52–55, 54 (figure) student-centered learning targets, 48-49 Coaching beliefs, 1–3 Coaching cycles basic concepts, 9-10 components, 9 contextual influences, 75-76 co-teaching approach, 43-50

effective goal-setting conversations, 12-20, 13-14 (figure), 15 (figure) functional role, 3 instructional pace, 49–50 measuring the impact step, 134–144, 137 (figure), 139 (figure), 145-147 (figure), 148 micro modeling, 76-88 partnership agreements, 162 shared thinking, 92-96, 93 (figure), 94 (figure) small groups, 19-20, 78, 96, 97 (figure) sorting student work, 103–110 stages, 135 (figure) strengths-based feedback, 119-123 see also Goal-setting strategies; Standards-based learning targets Coaching logs, 22, 22 (figure), 156–157 Co-conferring option, 46 (figure), 63, 78, 98-99 Collaborative behaviors, 93, 94-95 see also Thinking aloud Collaborative learning, 129, 129–130 (figure) Conference notes, 70, 71 (figure), 157 Conferring practices, 63, 78, 96, 97 (figure), 98-99 Cook, L., 43-44 Co-planning approach intentionality, 49, 49 (figure) language stems, 158 learning targets, 161 micro modeling, 79–80, 81 (figure) noticing and naming, 66-67 partnership agreements, 56, 56 (figure), 162 planning tools, 161 sorting student work, 105 student-centered learning targets, 36, 39, 39-40 (figure)

Costner, Kevin, 133 Co-teaching approach background, 43-44 benefits, 4 collaborative planning and preparation, 45-47, 46 (figure), 49, 50 (figure) effective language, 55, 55 (figure) instructional pace, 49-50 micro modeling, 77 partnership agreements, 44-45, 56, 56 (figure), 162 practical examples, 52-55, 54 (figure) student-centered learning targets, 48-49 Cuban, L., 91 Data collection and analysis, 105–109 Deep learning and understanding, 17 Depth of Knowledge (DOK) framework, 28, 29 (figure) Dewey, John, 136 Differentiating instruction, 14 Effective goal-setting conversations, 12–20, 13-14 (figure), 15 (figure) Engaged students, 16, 47, 63 Exit interviews, 139, 139 (figure), 160 Exit tickets, 107 (figure), 107-108 Feedback, 60, 117, 118–119 see also Noticing and naming; Reflective feedback; Results-Based Coaching Tool; Strengths-based feedback Field of Dreams (film), 133 Fisher, D., 63 Focused lessons, 80, 82 Formative assessments functional role, 104–105 importance, 60 measuring the impact of coaching, 137-138 measuring the impact, 137–138 noticing and naming, 63-65, 64 (figure), 105 sorting student work, 104-110 student-centered coaching, 4-5, 104-105 see also Thinking aloud Four square planner, 115, 115 (figure), 161 Frey, N., 63 Friend, M., 43-44 Gallagher, M. C., 77

Getting ready for coaching step background, 43–44 effective language, 55, 55 (figure)

if/then charts, 55 (figure) importance, 44-45 key characteristics, 45-52 partnership agreements, 56, 56 (figure) practical examples, 52-55, 54 (figure) Glover, M., 149 Goal-setting strategies benefits, 3 coaching logs, 22, 22 (figure), 156-157 effective goal-setting conversations, 12–20, 13–14 (figure), 15 (figure) if/then charts, 22, 22 (figure) importance, 10-11 language stems, 158 learning outcomes, 11, 12 (figure) micro modeling, 80, 82 open-ended questions, 23 practical examples, 20-21 shared thinking, 95-96 stages, 11 (figure) standards-based goals, 10-11, 16, 19 Goldilocks goals, 16–17, 17 (figure) Gradual Release of Responsibility model, 77 Graphic organizers, 98, 116 Group instruction, 78, 96, 97 (figure) Harrison, C., 44 Hattie, J., 60 Heen, S., 119 Hidden agendas, 121 High-stakes assessments, 5 If/then charts getting ready for coaching step, 55 (figure) goal-setting strategies, 22 (figure) learning targets, 38 (figure) measuring the impact step, 144, 147 (figure), 155 (figure) micro modeling, 85 (figure), 153 (figure) noticing and naming, 70 (figure), 152 (figure) sorting student work, 114 (figure), 154 (figure) strengths-based feedback, 128 (figure), 154 (figure) thinking aloud, 100 (figure), 153 (figure) Imel, S., 90 Implementation practices, 78–79 Individual instruction, 78, 96, 97 (figure) Instructional expectations, 19 Instructional pace, 49–50 Intellectual rigor, 28

Jones, James Earl, 133 Judgmental thinking, 121 "Just right" goals see Goldilocks goals Keene, E., 89, 149 Killion, J., 44, 135 Knight, J., 12 Knowledge skills, 39 (figure), 41 (figure), 162–163 Lai, E., 92 Language stems, 100, 130 (figure), 158–160 Learning targets agreements and protocols, 162-163 assessment alignment strategies, 30–31, 136–138, 137 (figure) benefits, 3, 26-27, 48-49 coaching logs, 156–157 co-planning strategies, 36, 39, 39-40 (figure), 161 developmental process, 27-28, 29 (figure) effective language, 38, 38 (figure) evidentiary information, 50-52, 51-52 (figure) guiding questions, 39, 39 (figure) if/then charts, 38 (figure) micro modeling, 81 (figure) noticing and naming, 61-63, 62 (figure), 67-68, 68-69 (figure) planning tools, 161 practical examples, 33-38, 35 (figure) self-evaluation rubrics, 32-33 (figure), 32-33 strengths-based feedback, 120, 121 (figure) student evidence, 106-108, 107 (figure) unpacking standards, 29-30, 31 (figure), 40, 41 (figure) Lemov, D., 107 Lessons From the Field co-teaching approach, 52–55, 54 (figure) effective goal-setting conversations, 20 - 21measuring the impact, 142-144 micro modeling, 82-85, 84 (figure) noticing and naming, 67-70, 68 (figure) sorting student work, 110-114, 112 (figure) standards-based learning targets, 33-38, 35 (figure)

strengths-based feedback, 123-125, 125 (figure), 126-127 (figure), 127-128 thinking aloud, 97-99 Long Walk to Water, A (Park), 111 McTighe, J., 25 Measuring the impact assessment alignment strategies, 136-138, 137 (figure) benefits, 148 challenges, 144 effective language, 148 (figure) functional role, 134 if/then charts, 148 (figure), 155 (figure) importance, 134-136 key characteristics, 136–141 ongoing support, 139-140 practical examples, 142-144 self-reflection, 140-141 teacher reflection and growth, 138-141, 139 (figure), 147 (figure), 165–166 (figure) Metacognitive thinking, 89-95 Micro modeling co-teaching approach, 46 (figure) effective language, 85, 85 (figure) functional role, 76-77 if/then charts, 85 (figure), 153 (figure) importance, 77 key characteristics, 78-80, 81 (figure), 82 language stems, 158–159 practical examples, 82-85, 84 (figure) reflective questions, 87 (figure), 88 video use, 86 (figure), 87 Mixed messages, 121 Modeling impacts, 47-48, 88, 94-95 Moss, C., 26-27 Nidus, G., 79 Note-taking strategy, 50–52, 51–52 (figure) Noticing and naming anecdotal evidence, 72, 72-73 (figure) basic concepts, 59–60

coaching logs, 156–157 conference notes, 71, 71–72 (figure) co-planning strategies, 67 co-teaching approach, 46 (figure), 51 effective language, 70, 70–71 (figure) formative assessments, 63–65, 64 (figure), 105 functional role, 67 if/then charts, 70–71 (figure), 152 (figure) importance, 60–61

learning targets, 61-63, 62 (figure), 67–70, 68 (figure) planning guidelines, 65-66, 66 (figure) practical examples, 67-70, 68 (figure) tools and techniques, 70-71 (figure), 70-72, 71-72 (figure) Observational impacts, 47-48, 121-122 One-on-one instruction, 78, 96, 97 (figure) Ongoing support, 139–140 Open-ended questions, 23, 93 (figure) Parcells, B., 9 Park, L. S., 111 Partnerships agreements and protocols, 162-164 co-teaching, 4, 43-45, 56, 56 (figure), 77 effective goal-setting conversations, 12-20, 13-14 (figure), 15 (figure) supportive environments, 4 Pearson, P. D., 77 Performance skills, 39 (figure), 41 (figure), 162-163 Personal reflection, 129, 129 (figure), 134 Planning tools, 81 (figure), 161 Pollock, J., 60 Post-assessments, 36, 36–37 (figure), 38, 136-137, 137 (figure) Pre-assessments, 35, 35 (figure), 104–105, 136-137, 137 (figure) Probst, R., 98 Professional learning communities (PLCs), 20, 109 Progress monitoring, 5 Project-oriented goals, 18 Public Education & Business Coalition (PEBC), 89 Reasoning skills, 39 (figure), 41 (figure), 162-163 Reeves, A., 28 Reflective feedback experiential reflection, 136 framework, 117-118 personal reflection, 129, 129 (figure), 134 teacher reflection and growth, 138-141, 139 (figure), 147 (figure) Reframing skills, 13-14 Reilly, M., 117 Relationship-driven coaching, 5–6, 7, 11, 12 (figure)

Response to Intervention (RTI) system, 138 Results-Based Coaching Tool, 142, 143, 144, 145-147 (figure), 165-166 (figure) Rubrics, 32-33 (figure), 32-33 Sadder, M., 79 Scaffolding, 14 Schlechty, P., 16 School leaders, 4 Self-evaluation rubrics, 32-33 (figure), 32-33 Self-reflection, 140-141 Shared decision-making, 78, 79-80, 81 (figure) Shared thinking see Thinking aloud Sharing lessons, 81 (figure), 161 Sharing success, 141 Signposts, 97-99 Small-group coaching cycles, 19–20, 78, 96, 97 (figure) SMART goals, 18 Sorting student work agreements and protocols, 163 criteria checklist, 116, 116 (figure) effective language, 114, 114 (figure) four square planner, 115 (figure), 116, 161 functional role, 104, 108-109 if/then charts, 154 (figure) importance, 104-105 key characteristics, 105–110 practical examples, 109 (figure), 110-114, 112 (figure) team approach, 109–110 see also Data collection and analysis Standards-based goals, 10-11, 16, 19 Standards-based learning targets agreements and protocols, 162–163 assessment alignment strategies, 30–31, 136-138, 137 (figure), 156-157 benefits, 3, 26-27, 48-49 co-planning strategies, 36, 39, 39-40 (figure), 161 developmental process, 27-28, 29 (figure) effective language, 38, 38 (figure) guiding questions, 39, 39 (figure) if/then charts, 38 (figure) micro modeling, 81 (figure) noticing and naming, 61-63, 62 (figure), 67-70, 68 (figure)

planning tools, 161 practical examples, 33-38, 35 (figure) self-evaluation rubrics, 32-33 (figure), 32-33 strengths-based feedback, 120, 121 (figure) student evidence, 106-108, 107 (figure) unpacking standards, 29-30, 31 (figure), 40, 41 (figure) using student evidence, 50-52, 51-52 (figure) Stiggins, R., 40, 60, 163 Stone, D., 119 Strengths-based feedback agreements and protocols, 163-164 challenges, 121–122 clarification strategies, 120, 121 (figure), 129 (figure), 130 (figure), 163 collaborative learning, 129, 129-130 (figure) effective language, 121 (figure), 128, 128 (figure), 130 (figure), 130-131 functional role, 118 if/then charts, 128 (figure), 154 (figure) importance, 60, 117, 118-119 key characteristics, 119–123 language stems, 130 (figure), 159-160 learning targets, 120, 121 (figure) personal reflection, 129, 129 (figure) practical examples, 123-125, 125 (figure), 126-127 (figure), 127-128 uncovering possibilities, 120, 121 (figure), 130 (figure), 164 value statements, 120, 121 (figure), 130 (figure), 164 Strengths-based relationships, 82 Student-centered coaching core practices, 3-4 formative assessments, 4-5, 104-105 implementation practices, 78–79 learning outcomes, 11, 12 (figure) measurement approaches, 4 model comparisons, 5–7 shared thinking, 92-96, 93 (figure), 94 (figure) stages, 135 (figure) strengths-based feedback, 119-123 see also Micro modeling Student-centered learning targets agreements and protocols, 162–163 assessment alignment strategies, 30–31, 136-138, 137 (figure), 156-157 benefits, 3, 26-27, 48-49

co-planning strategies, 36, 39, 39-40 (figure), 161 developmental process, 27-28, 29 (figure) effective language, 38, 38 (figure) guiding questions, 39, 39 (figure) if/then charts, 38 (figure) micro modeling, 81 (figure) noticing and naming, 61-63, 62 (figure), 67-68, 68-69 (figure) planning tools, 161 practical examples, 33–38, 35 (figure) self-evaluation rubrics, 32-33 (figure), 32-33 strengths-based feedback, 120, 121 (figure) student evidence, 106-108, 107 (figure) unpacking standards, 29-30, 31 (figure), 40, 41 (figure) using student evidence, 50-52, 51-52 (figure) Student engagement, 16, 47, 63 Student evidence collaborative planning and preparation, 47 criteria checklist, 116, 116 (figure) efficient practices, 108 functional role, 4 learning targets, 106–108, 107 (figure) note-taking strategy, 50-52, 51-52 (figure) noticing and naming, 61-63, 62 (figure), 65-66, 66 (figure), 71-72, 71-72 (figure), 72-73 (figure) sorting student work, 103-110, 109 (figure), 112 (figure), 114 (figure), 115 (figure), 116, 116 (figure) see also Measuring the impact step Summative assessments, 5 Supportive environments, 4, 139–140 Sweeney, D., 6, 9, 16, 50, 77, 105, 118, 134 Tandem teaching option, 46 (figure), 51 Task-oriented goals, 18 Teacher-centered coaching, 5–7, 11, 12 (figure) Teacher reflection and growth, 138-141, 139 (figure), 147 (figure), 165-166 (figure) Teaching and learning cycle, 105 Telemark skiing example, 118-119 Thinking aloud background, 89 co-teaching approach, 46 (figure)

effective language, 99, 100 (figure) if/then charts, 100 (figure), 153 (figure) importance, 91 key characteristics, 91-97, 93 (figure), 94 (figure), 97 (figure) language stems, 100, 159 metacognitive thinking, 89-95 practical examples, 97-99 stem examples, 100 Tomlinson, C. A., 4 Tools and Techniques co-teaching approach, 55 (figure), 55-56 effective goal-setting conversations, 22 (figure), 22-23 learning targets, 38 (figure), 38-40 measuring the impact step, 144, 145-147 (figure) micro modeling, 85, 85 (figure), 86 (figure), 87, 88 noticing and naming, 70-71 (figure), 70–72, 71–72 (figure) sorting student work, 114, 114 (figure) strengths-based feedback, 128-131 thinking aloud, 99-100, 100 (figure) Trust, 82

Uncovering possibilities *see* Strengths-Based Feedback Understanding By Design (UbD), 25 Unpacking standards, 29–30, 31 (figure), 40, 41 (figure), 158, 162–163

Value statements, 120, 121 (figure), 130 (figure), 164 Video clips, 86 (figure), 87 Visible learning, 106–108, 107 (figure) Vygotsky, L. S., 122

Webb, N., 28
Webb's theory of the Depth of Knowledge, 28, 29 (figure)
West, L., 78
Whole group instruction, 78, 96, 97 (figure)
Wiggins, G., 25
Wiliam, D., 104
Word banks, 41 (figure), 163

You Pick Four option, 46 (figure), 47

Zimmerman, S., 89 Zone of Proximal Development (ZPD), 122–123, 123 (figure)