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Care

Coaches who care show concern for learners' emotional and academic well-being. They develop supportive, personalized relationships with learners, cultivate an emotionally safe environment, and respond consistently to learners' social, emotional, and academic learning needs.

Coaches effectively demonstrate care through practices like these:

Building relationships

- The coach actively develops positive relationships with all learners.
- The coach is courteous, respectful, and fair with all learners.
- The coach shows sincere interest in learners' lives.
- The coach pays attention to learners as individuals.

Addressing learning needs

- The coach commits to monitoring and responding to all learning needs.
- The coach maintains an intellectually and emotionally safe environment.
- The coach consistently provides assistance as needed.
- The coach fosters a culture that encourages learners to seek and accept help.

Reflection Questions

Consider these questions as you reflect on your classroom practice:

- What expectations and routines do you establish to create an intellectually and emotionally safe environment?
- What type of language and tone do you use when...
 - Offering learners encouragement?
 - Trying to help learners improve their behavior?
 - Commenting on learners' work?
- How often do you show interest in learners' extracurricular activities and lives outside school?
- How do you incorporate opportunities for learners to share their personal experiences, interests, and concerns?
- How do you respond when learners seem sad or upset?
- How do you respond when learners want to talk about issues they are facing unrelated to your class?
- How do you customize support based on learners' specific learning needs?
- How do you show sensitivity and express encouragement when a learner seems frustrated or ready to give up?

Commented [S1]: I think one challenge with Care is that it takes time to establish a trusting culture and develop effective relationships.

Commented [S2]: Building trust through working agreements

Commented [S3]: Modeling peer feedback practice

Commented [C4]: Relevant? Re-word?

Commented [S5]: Having backchannels and feedback tools to allow for ongoing dialogue

Confer

Coaches who confer encourage and value learners' ideas and views. They seek and respect learners' thoughts, opinions, and input as part of the learning process.

Coaches effectively confer through practices like these:

Respecting perspectives

- The coach creates a climate in which ideas are treated with respect.
- The coach and learners work together to create a learning environment that welcomes and values diverse views and opinions.
- The coach models respectful ways of communicating.

Promoting discussion

- The coach engages learners in communication and collaboration in support of learning.
- The coach regularly provides genuine opportunities for learners to contribute ideas and opinions as part of the learning process.
- The coach incorporates interactive practices such as cooperative learning, reciprocal teaching, collaborative problem solving, and peer feedback.

Inviting input

- The coach invites and values learners' input about their learning experiences.
- The coach gives learners voice in determining aspects of what they learn.
- The coach seeks learners' ideas and feedback about learning activities and procedures.

Reflection Questions

Consider these questions as you reflect on your practice:

- How often do you invite learners to share their ideas and opinions in the context of learning activities?
- How often do you ask learners to answer questions or solve problems together and discuss their responses?
- How do you ensure that all learners have opportunities to express their views?
- How do you model respect for diverse viewpoints?
- How do you respond when learners ask unclear or unexpected questions or share divergent views?
- How often do you provide learners with opportunities to share their thoughts about how learning activities should proceed?
- How often do you seek feedback from learners about the effectiveness of learning activities?

Commented [C6]: I feel like confer is the crux of coaching conversations.

Commented [C7R6]: How/where do we fit the co-planning process into any of these categories? Where is the focus on helping our teachers with continuous professional growth? I think this is similar to what Julie is saying too?

Captivate

Coaches who captivate spark and maintain learner interest in learning. They stimulate and engage learners by cultivating curiosity and inquiry and by making lessons interesting, relevant, and enjoyable.

Coaches effectively captivate through practices like these:

Designing stimulating lessons

- The coach designs lessons that capture and hold learners' attention.
- The coach designs lessons that are responsive to learners' interests, backgrounds, and questions.
- The coach conveys the relevance or importance of key facts, ideas, concepts, and skills.
- The coach highlights ways that lessons can contribute to learners' lives.

Commented [J]8: Could this also be professional development opportunities? I'm thinking another subheading for itself, but I think leading captivating profdev is an important part of our roles

Commented [J]9: so many of the standards refer to "the learners" but I think the assumption is the students. Is there a way to clarify co-teachers/learners?

Facilitating active participation

- The coach engages learners in interactive learning experiences.
- The coach uses a variety of methods for promoting interaction among learners as they engage with ideas and materials.
- The coach asks open-ended questions and encourages learners to raise additional questions.
- The coach uses appropriate technology to engage learners in learning.

Developing engaging learning opportunities

- PD related stuff

Reflection Questions

Consider these questions as you reflect on your classroom practice:

- How do you make your lessons relevant to learners' lives and the world outside of school?
- How well are your lessons paced? Are they too fast? Too slow? Is pacing differentiated for varying skill levels?
- How interactive are your lessons?
- How successfully do your lessons pique learners' curiosity and engage them actively in inquiry?
- How do your vocal inflections, movements, and mannerisms communicate your enthusiasm and contribute to capturing and holding learners' attention?
- How effectively do you use appropriate technology to engage learners in learning?
- How do your assignments sustain learners' interest?

Clarify

Coaches who clarify help learners understand content and resolve confusion. They explain ideas and concepts in a variety of ways, check frequently for understanding, address misconceptions, and provide useful feedback.

Coaches effectively clarify through practices like these:

Explaining clearly

- The coach explains concepts clearly and anticipates common areas of difficulty.
- The coach effectively explains key concepts and offers multiple explanations for those that frequently cause confusion.
- The coach models success by providing examples and rubrics that establish expectations.
- The coach breaks down complex tasks and provides instructional supports for new skills and concepts as needed.

Checking for understanding

- The coach uses a variety of strategies to check for understanding and clear up confusion.
- The coach checks regularly for understanding using techniques such as questioning, quizzes, exit slips, and monitoring learner work.
- The coach asks learners to check their work against rubrics and exemplars.
- The coach surfaces misconceptions and addresses them effectively.

Providing constructive feedback

- The coach provides useful, timely, and specific feedback.
- The coach provides specific, descriptive, concise feedback on learner work linked to standards and established criteria for success.
- Feedback on learner work focuses on supporting learners' thinking and self-directed problem-solving.
- The coach customizes feedback on learners' work to guide their next steps.

Reflection Questions

Consider these questions as you reflect on your classroom practice:

- Do you provide orderly, structured explanations when introducing new ideas, including illustrative examples?
- Do you anticipate questions by considering what learners will likely find difficult?
- Do you generate multiple explanations for potentially tricky concepts?
- Do you use a variety of methods and media to present and explain content?
- Do you regularly check for understanding using a variety of formal and informal assessment strategies?
- Do you ask learners to explain their reasoning to reveal points of confusion?
- Do you share clear success criteria for learner work and provide specific feedback based on those criteria?

Capacity

Coaches build capacity by helping learners consolidate their previous knowledge, skills and experiences and then using that as a platform for developing innovative learning experiences. They encourage others in the community to share

Connecting ideas

-

Fostering confidence in others

- Getting others to share their knowledge experiences
- Gradual release of responsibilities

Developing and delivering PD

- Wide array of skills to support the curriculum
- Innovative skills for future consideration?
-

Connecting ideas

- The coach effectively organizes and integrates content to make it easier for learners to remember and understand.
- The coach explains connections between current lessons and previously learned facts, ideas, concepts, and skills.
- The coach invites learners to make their own connections across the curriculum.

Reflection Questions

Consider these questions as you reflect on your classroom practice:

- Do you summarize big ideas at the end of lessons and review them periodically?
- Do you ask learners to summarize and synthesize what they are learning?
- Do you make explicit connections between lessons?
- Do you help learners make connections within and across the curriculum?
- Do you refer to relevant current events or other meaningful applications of what learners are learning to facilitate transfer of knowledge and skills?
- Do your assignments require learners to build on prior learning?
- Do your assessments incorporate topics and skills from earlier lessons?

Commented [C10]: I'm not sure how appropriate consolidate is for our purposes? I like the idea of helping learners consolidate and transfer what they know/can do, but I don't know if it deserves an entire 'C' to itself?

Challenge

Coaches who challenge learners insist that they persevere and do their best work. They hold learners to high academic standards, encourage persistence, and monitor learner effort.

Coaches effectively challenge learners through practices like these:

Pressing for rigorous thinking

- The coach sets high standards for thinking and reasoning.
- The coach asks probing questions that require learners to think deeply.
- The coach requires learners to explain their thinking.
- The coach encourages learners to generate original, creative ideas.

Commented [L11]: All relevant when working with faculty to design innovative learning tasks for students.

Pressing for quality work

- The coach sets high standards for learner performance.
- The coach requires all learners to strive for high quality work and clearly conveys a belief in their capability.
- The coach requires learners to revise work based on feedback.
- The coach differentiates instruction to provide appropriate levels of challenge for learners at different skill levels.

Pressing for persistence

- The coach requires learners to work hard and persist in their learning.
- The coach consistently requires all learners to try hard, especially those who may tend to be disengaged.
- The coach communicates that when work is difficult, effort and persistence lead to personal growth and ultimate success.

Commented [L12]: These tend to be teachers fearful of change!

Reflection Questions

Consider these questions as you reflect on your classroom practice:

- How do you set challenges that are at the appropriate level for each learner's growth?
- How do you scaffold instruction to support learners in rising to the challenges facing them?
- How do you engage learners in thinking deeply about key ideas?
- What do you do when learners respond superficially or incompletely?
- How do you model the persistence and rigor that you expect from learners?
- How do you respond when learners express doubts about their own abilities or begin to give up?
- How do you recognize and provide positive reinforcement for learners who succeed beyond their expectations?

Commented [L13]: Not sure if this is relevant. Could be reworded.

Culture

- Culture of collaboration
- Reflection and feedback
- Culture of learning and modeling?
- Visibility
- Transparency of process/action?
- Risk-taking and freedom to fail
- Innovative uses of learning environments (

Coaches who are effective at classroom management foster orderly, respectful, and on-task classroom behavior. They create conditions that enable learning, including establishing a positive classroom climate, teaching self-management skills, monitoring learner conduct, and redirecting unproductive behavior.

Coaches demonstrate effective classroom management through practices like these:

Managing activities

- The classroom environment is organized and time is used efficiently.
- The coach explains, models, and implements routines and strategies to systematize classroom processes.
- Classroom activities run smoothly due to materials being readily accessible and time being managed effectively, including during transitions and interruptions.

Managing behavior

- The coach effectively guides learners in managing their behavior.
- The coach explains, models, and implements routines and strategies that elicit positive learner behavior.
- The coach establishes and regularly encourages high standards for learner conduct, coaches learners on how to meet those standards, and holds learners accountable in a fair and consistent manner.

Reflection Questions

Consider these questions as you reflect on your classroom practice:

- What expectations and routines do you establish for learner behavior?
- How quickly do you get learners settled and working at the beginning of class?
- How do you make sure learners in class are busy learning and not wasting time?
- How long before the end of class do you start to wind down the work?
- How do you respond when it appears that learners are off task?
- How do you respond when learners treat you or each other disrespectfully?
- How do you respond when learners ignore or disobey what you have asked them to do?

Commented [J14]: I agree that this may not work perfectly for our roles, but I do think giving strategies and teaching explicit CM to teachers is important, because a lot of classrooms need more work on using technology in the classroom efficiently.

Inspiration

The above work is inspired and modified from the work of [Tripod Education Partners](#) and their 7Cs Framework for teachers. Changes have been made in the language to be more applicable to school-based instructional coaches and facilitators that work with teachers rather than within their own classrooms.