

# Professional Development Guide:

Module 3, Session 9

Developing and Implementing a Professional  
Learning Action Plan and Evaluating School,  
Teacher, and Student Outcomes



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# Session 9

Module	Topic	Session	Minutes	Session Date
1	Domain A: Applying Principles and Practices that Foster a Positive Culture	Intro	60	
		1	120	
		2	150	
		3	150	
2	Domain B: Applying Effective Pedagogy and Andragogy	4	120	
		5	120	
		6	165	
3	Domain C: Collecting Data to Inform Professional Learning	7	150	
		8	140	
		9	170	
4	Domain D: Planning, Implementing, and Analyzing Literacy Instruction	10	175	
		11	135	
		12	165	
		13	130	
5	Domain E: Growing Professionally	14	120	
		15	120	
6	Planning and Implementing Coaching	16	120	

## Bridge to Practice Module Projects for Coaches

A Bridge to Practice project after each module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will:

- **Module 1:** develop a principal-coach partnership agreement;
- **Module 2:** develop a needs assessment for professional development on evidence-based instructional practices and complete an **ADDIE model** for planning this professional development;
- **Module 3:** develop and describe planned implementation of a professional learning action plan;
- **Module 4:** create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction;
- **Module 5:** complete a reflection on the course, including plans for continued professional growth;
- **Module 6:** choose one teacher with whom you have seen significant growth as a result of coaching support and complete a reflection on what worked, why it worked, and which areas of growth were most evident.

A rubric is provided at the end of each module for the corresponding Bridge to Practice project.

# Fundamentals of Literacy Coaching

## Professional Development Modules

### Module 3, Session 9

Developing and Implementing a Professional Learning Action Plan and Evaluating School, Teacher, and Student Outcomes



Module	Topic	Session	Minutes	Session Date
1	Applying Principles and Practices that Foster a Positive Culture	Intro	60	
		1	120	
		2	150	
		3	150	
2	Applying Effective Pedagogy and Andragogy	4	120	
		5	120	
		6	165	
3	Collecting Data to Inform Professional Learning	7	150	
		8	140	
		9	170	
4	Planning, Implementing, and Analyzing Literacy Instruction	10	175	
		11	135	
		12	165	
		13	130	
5	Growing Professionally	14	120	
		15	120	
6	Planning and Implementing Coaching	16	120	

## Bridge to Practice Projects for Coaches

- An activity designed to serve as a Bridge to Practice after each Module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will complete the following activities:

Module 1	Develop a principal-coach partnership agreement.
Module 2	Develop a needs assessment for professional development on evidence-based instructional practices and complete an <a href="#">ADDIE model</a> for planning this professional development.
Module 3	Develop and describe planned implementation of a professional learning action plan.
Module 4	Create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction.
Module 5	Complete a reflection on the course, including plans for continued professional growth.
Module 6	Choose one teacher with whom you have seen significant growth as a result of coaching support and complete a reflection on what worked, why it worked, and which areas of growth were most evident.

- A rubric is provided at the end of each Module for the corresponding Bridge to Practice project.

## Norms for Our Course

Cell phones  
on silent



Pay attention to  
self and others



Presume  
positive intentions



## Define and Discuss Session Goals and Content

### Goals for Today

- Review Session 8 and debrief the self-study activities completed after the session.
- Learn to collaborate with administration, instructional leaders, and teachers to develop a professional learning action plan that is informed by data analysis.
- Understand how to facilitate the implementation of the action plan.
- Learn how to analyze and evaluate school, teacher, and student outcomes to determine follow-up steps.
- Discuss the completion of the Bridge to Practice project for Module 3.

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## Debrief

### Review of Module 3, Session 8

#### Self-Study 1 (Reflection, Handout 11: Data-Driven Decision Making Infographic)

- What insights did you gain from reviewing **Handout 11**?
- How can you, as a coach, ensure that the focus remains on instruction and not on issues that are beyond the control of the teacher?
- Any comments or questions about Session 8?

#### Self-Study 2: Video Viewing Guide: Grade-Level Data Meeting with Third Grade Teachers

- Share responses to questions about **Self-Study 2**.

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## Literacy Coach Domain and Standards: Session 9

- C. Ability to effectively collect and use data on instructional practices to inform and implement professional learning opportunities. Coaches will be able to:
8. Collaborate with administration, instructional leaders, and teachers to develop a professional learning action plan that is informed by data analysis.
  9. Facilitate the implementation of an action plan based on data analysis.
  10. Analyze and evaluate school, teacher, and student outcomes to determine follow-up actions.

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### Learn and Confirm

## Moving on From Data Analysis and Interpretation to Planning, Implementation, and Evaluation

**DATA THAT SIT UNUSED**

are no **DIFFERENT**

from data that were

**NEVER**

**COLLECTED**

in the first place

Doug Fisher and Nancy Frey

8

## What a Professional Learning Action Plan Is and Isn't

- A professional learning action plan is a “set of purposeful, planned actions and the support system necessary to achieve the identified goals. Effective [professional learning] programs are ongoing, coherent, and linked to student achievement.”
- A professional learning action plan is not a series of events. Events are occasional, episodic, disconnected incidents throughout the school year and do little to produce substantial change.

(Killion, 2008)

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## The Focus of a Professional Learning Action Plan

Professional learning action plans guide professional learning and implementation of that learning. They focus on the following:

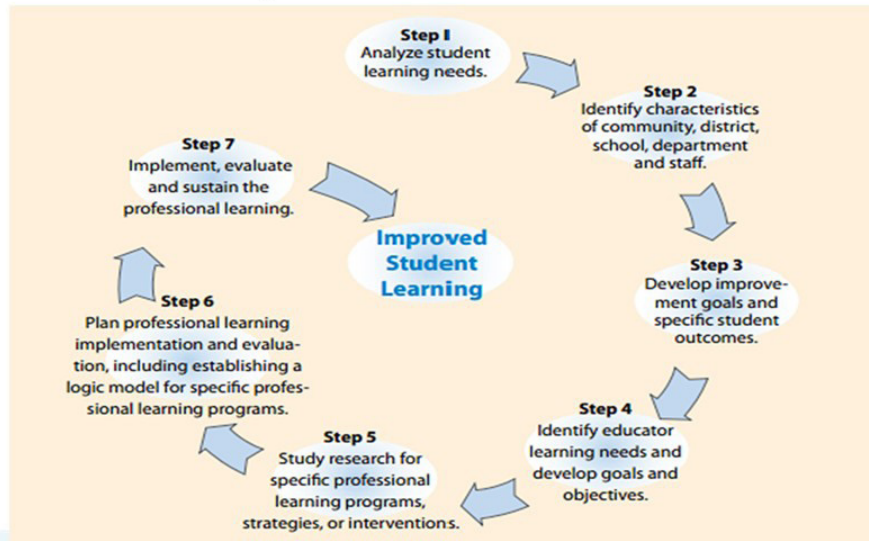
- Content
- Learning designs
- Implementation support
- Evaluation of professional learning

(Killion, 2013)

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## Professional Learning Action Plan Model



## Steps for Developing a Professional Learning Action Plan

Develop Short- and Long-term Professional Learning Plans		Task
Step 1	Analyze student learning needs.	<ul style="list-style-type: none"> <li>Gather multiple forms of student data.</li> </ul>
Step 2	Identify characteristics of community, district, school, department, and staff.	<ul style="list-style-type: none"> <li>Analyze the data to identify trends, patterns, and areas of needed improvement.</li> <li>Gather data about the learning context.</li> <li>Identify the features of the context that influence student and educator learning.</li> <li>Identify potential contributors to the current state of student learning.</li> <li>Write SMART goals for student learning.</li> <li>Gather data about educators.</li> </ul>
Step 3	Develop improvement goals and specific student outcomes.	<ul style="list-style-type: none"> <li>Review research and evidence on successful professional learning programs or practices.</li> <li>Identify those relevant to the current goals and objectives.</li> </ul>

## Steps for Developing a Professional Learning Action Plan

Step 4	Identify educator learning needs and develop goals and objectives.	<ul style="list-style-type: none"> <li>• Develop educator SMART objectives.</li> <li>• Develop KASABs.</li> <li>• Develop logic model.</li> </ul>
Step 5	Study research for specific professional learning programs, strategies, or interventions.	<ul style="list-style-type: none"> <li>• Study professional learning research related to goal area and context features.</li> <li>• Identify research- or evidence-based practices.</li> </ul>
Step 6	Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs.	<ul style="list-style-type: none"> <li>• Develop theory of change with assumptions.</li> <li>• Develop logic model.</li> </ul>
Step 7	Implement, evaluate, and sustain the professional learning.	<ul style="list-style-type: none"> <li>• Enact the plan.</li> <li>• Monitor progress and adjust as needed.</li> <li>• Evaluate progress and results.</li> <li>• Sustain support to achieve deep implementation over time.</li> </ul>

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## Steps for Developing a Professional Learning Action Plan

- Access and read **Handout 1: Steps for Developing Professional Learning Plans.**
- Access and read **Handout 2: Core Elements of a Professional Learning Plan (PLP).**

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**Handout 1 on next page**

# Handout 1: Steps for Developing Professional Learning Plans

**Table 1. Developing Professional Learning Plans**

	Develop Short- and Long-term Professional Learning Plans	Task
Step 1	Analyze student learning needs.	<ul style="list-style-type: none"> <li>• Gather multiple forms of student data.</li> </ul>
Step 2	Identify characteristics of community, district, school, department, and staff.	<ul style="list-style-type: none"> <li>• Analyze the data to identify trends, patterns, and areas of needed improvement.</li> <li>• Gather data about the learning context.</li> <li>• Identify the features of the context that influence student and educator learning.</li> <li>• Identify potential contributors to the current state of student learning.</li> <li>• Write SMART goals for student learning.</li> <li>• Gather data about educators.</li> </ul>
Step 3	Develop improvement goals and specific student outcomes.	<ul style="list-style-type: none"> <li>• Review research and evidence on successful professional learning programs or practices.</li> <li>• Identify those relevant to the current goals and objectives.</li> </ul>
Step 4	Identify educator learning needs and develop goals and objectives.	<ul style="list-style-type: none"> <li>• Develop educator SMART objectives.</li> <li>• Develop KASABs.</li> <li>• Develop logic model.</li> </ul>
Step 5	Study research for specific professional learning programs, strategies, or interventions.	<ul style="list-style-type: none"> <li>• Study professional learning research related to goal area and context features.</li> <li>• Identify research- or evidence-based practices.</li> </ul>
Step 6	Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs.	<ul style="list-style-type: none"> <li>• Develop theory of change with assumptions.</li> <li>• Develop logic model.</li> </ul>
Step 7	Implement, evaluate, and sustain the professional learning.	<ul style="list-style-type: none"> <li>• Enact the plan.</li> <li>• Monitor progress and adjust as needed.</li> <li>• Evaluate progress and results.</li> <li>• Sustain support to achieve deep implementation over time.</li> </ul>

**End of Handout 1**

# Handout 2: Core Elements of a Professional Learning Plan (PLP)

Most professional learning plans, whether short-term, annual, or multi-year, contain the following elements:

**Needs analysis.** Needs emerge from data, not wishes. Through a process of analyzing data about students, educators, and the system, studying trends and patterns, and assessing the potential causes of contributors, needs emerge. These needs are then studied to understand what might be causing or contributing to them.

**Goal(s).** Goals specify the broad outcomes of professional learning. Typically, they are stated as outcomes for students, e.g. student achievement increases because educators learn. Many plans use the SMART goal format to convey the goal(s).

**Objectives.** Objectives delineate the specific long- and short-term changes that need to occur in order to meet the goal(s). In professional learning they are frequently stated as the knowledge, attitudes, skills, aspirations, and behavior (KASAB) changes that occur in educators to achieve the goal(s) stated for students.

**Strategic actions/Interventions.** The strategic actions or interventions delineate what a state, district, school, team, or individual does, provides, or offers to accomplish the changes necessary to achieve the goals.

**Timeline.** The timeline explains when the actions will be completed and the objectives and goals achieved. It helps monitor progress over the duration of a plan.

**Responsible person(s).** The responsible person(s) is the designated point person, or the persons who know about the actions and the status of each action. In most cases, the responsible person(s) works with a team or multiple individuals to complete an action.

**Indicators of success.** Measures of success describe how planners will know whether the actions have occurred, and the goals and objectives have been achieved. In other words, the indicators are descriptions of the completed actions or markers that demonstrate progress towards the goals.

**Measures of success.** Measures of success identify how the data or evidence will be collected to demonstrate the indicators of success. For example, if improved student writing is an indicator of success, the measures of success are the quarterly writing samples scored by teachers.

**Evaluation plan.** The evaluation plan measures the success of the professional learning. It uses the indicators of success and measures of success to guide data collection to determine if the goals and objectives were achieved, if the strategic actions and interventions were appropriate, and what improvements can be made in future professional learning plans.

**Resources needed.** Resources include the staff, technology, funding, materials, and time necessary to accomplish the objects and goals. Resources may also be called the inputs.

The following components are sometimes included in professional learning plans.

**Assumptions.** The assumptions are statements of belief, rather than facts, that undergird or drive the design of the plan. The assumptions frame the plan's development and serve to explain its design.

**Theory of change.** A theory of change maps the sequential actions needed to achieve identified goals. This theory is often graphically displayed to demonstrate the interrelationship of the components. It identifies the core components of professional learning that will produce the intended changes.

**Logic model.** A logic model is a diagram showing how a program works. Because it delineates the inputs, short-term outputs, and intermediate-term and long-term outcomes, the logic model is used as a progress-monitoring, assessment, evaluation, and communication tool.

**End of Handout 2**

## Steps for Developing a Professional Learning Action Plan

- Review **Handout 3: Data Review Protocol** from Session 8, paying particular attention to “Reflection on Data.”
- Review your group notes from completing the protocol in Session 8.
- Review **Handouts 4, 5, and 6** – data from fictitious Sunshine Middle School.

**Handout 3 on next page**

# Handout 3: Data Review Protocol

(Adapted from Just Read, Florida! Middle School Coaches Training)

- Establish group norms.
- Avoid explaining the data.
- Provide data set.
- Emphasize shared responsibility for data.

Data Under Discussion:		
Min.	Systematic Process	Systematic Actions
5	Examine the Data	Individually
10	Describe the Data	<p><b>What do you see?</b></p> <ul style="list-style-type: none"> <li>• Gather information from data.</li> <li>• Describe only what you see (data-based evidence)</li> <li>• Avoid judgments.</li> </ul> <p>Observations may be listed on chart paper. I observe... Patterns and trends I notice I am surprised...</p>
15	Interpret Data	<p><b>What does the data suggest? (big picture)</b></p> <ul style="list-style-type: none"> <li>• Think broadly and creatively.</li> <li>• Ask questions to better understand each other’s perspectives. Be open. Make sense of the data. I believe data suggests.... Additional data I need to confirm or verify...</li> <li>• What is the assessment measuring?</li> <li>• Did we measure what we intended to measure?</li> <li>• What is confusing and why?</li> <li>• Are there questions you cannot answer from the data?</li> <li>• Can we understand this data better? Who can help us?</li> </ul>
15	Implications of Data	<p><b>What are implications of this conversation for teaching and assessment in the classroom?</b></p> <ul style="list-style-type: none"> <li>• Ask the “why” questions until you get to something actionable.</li> <li>• What are next steps?</li> <li>• What strategies would be most effective?</li> <li>• How do we move forward?</li> <li>• What does the performance say about core instruction?</li> <li>• What is the plan for supporting those students whose data reflects the need for more support?</li> </ul> <p>I think appropriate solutions would be...</p>

Min.	Systematic Process	Systematic Actions
5	Reflection on Data	<ul style="list-style-type: none"> <li>• Create an action plan to implement in response to this data and monitor the impact of the implementation plan using student data.</li> </ul>
5	Reflect/Debrief on Process	<ul style="list-style-type: none"> <li>• How well did the process work?</li> <li>• What about the process helped you to see and learn interesting or surprising things?</li> <li>• What could be improved?</li> </ul>

**End of Handout 3**



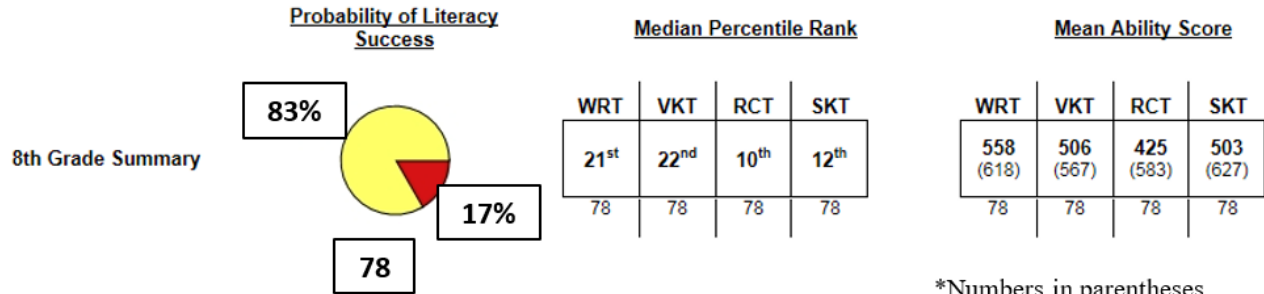
## Handout 4: Sunshine Middle School Data

Sunshine Middle School (FICTITIOUS) <b>For training purposes only</b>	2018-19	2019-20	2020-21
<b>Demographics of School - 450 students</b>			
White	62%	64%	44%
Black/African American	18%	15%	36%
Hispanic	10%	11%	8%
Asian	*	*	*
American Indian or Alaska Native	*	*	*
Two or more races	7%	6%	6%
Disabled	16%	14%	13%
Economically Disadvantaged	67%	73%	80%
ELL	4%	3%	2%
Migrant	*	*	*
<b>Overall Reading Proficiency</b>			
White	52%	48%	47%
Black/African American	22%	20%	20%
Hispanic	17%	17%	18%
Disabled	10%	7%	8%
Economically Disadvantaged	14%	16%	17%
ELL	*	*	*
<b>Overall Mathematics Proficiency</b>			
White	27%	32%	35%
Black/African American	9%	8%	8%
Hispanic	10%	11%	12%
Disabled	15%	16%	15%
Economically Disadvantaged	11%	10%	10%
ELL	*	*	*
<b>New Staff</b>			
Teachers	10 of 26	5 of 26	12 of 26
Administrators including the principal, vice principal, a guidance counselor, and literacy coach	1 of 4	0 of 4	0 of 4
*Not enough data to report			

**End of Handout 4**

# Handout 5: Assessment Periods (AP) 1-2 Fictional Data for Sunshine Middle School

## AP 1

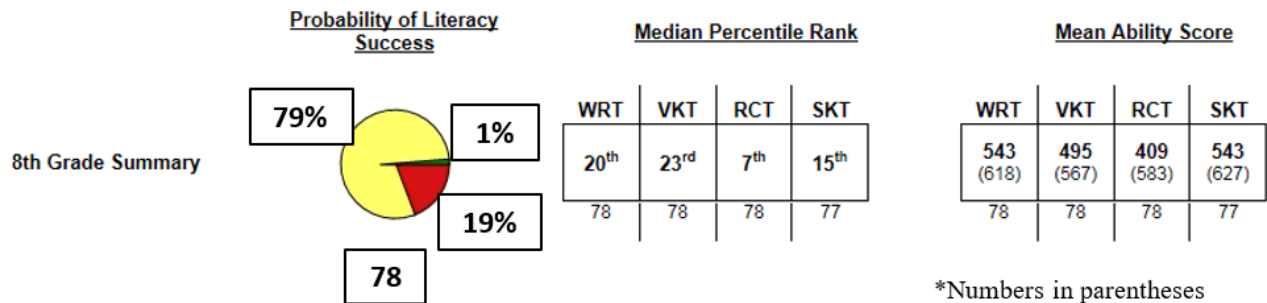


\*Numbers in parentheses represent the 50th percentile

### Teacher Report Key

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

## AP 2



\*Numbers in parentheses represent the 50th percentile

### Teacher Report Key

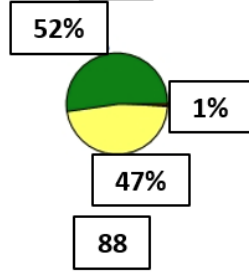
- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

# AP1-3 Fictional Progress Monitoring Data for Sunshine Middle School

**AP-1**

7th Grade Summary

Probability of Literacy Success



Median Percentile Rank

WRT	VKT	RCT	SKT
74 <sup>th</sup>	58 <sup>th</sup>	58 <sup>th</sup>	67 <sup>th</sup>
89	89	88	87

Mean Ability Score

WRT	VKT	RCT	SKT
671 (546)	569 (537)	566 (547)	603 (574)
89	89	88	87

\*Numbers in parentheses represent the 50th percentile

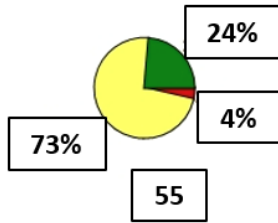
**Teacher Report Key**

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

**AP-2**

7th Grade Summary

Probability of Literacy Success



Median Percentile Rank

WRT	VKT	RCT	SKT
32 <sup>nd</sup>	46 <sup>th</sup>	31 <sup>st</sup>	34 <sup>th</sup>
55	55	55	50

Mean Ability Score

WRT	VKT	RCT	SKT
543 (546)	528 (537)	490 (547)	540 (574)
55	55	55	50

\*Numbers in parentheses represent the 50th percentile

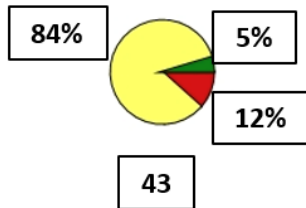
**Teacher Report Key**

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

**AP-3**

7th Grade Summary

Probability of Literacy Success



Median Percentile Rank

WRT	VKT	RCT	SKT
20 <sup>th</sup>	26 <sup>th</sup>	11 <sup>th</sup>	14 <sup>th</sup>
45	45	43	41

Mean Ability Score

WRT	VKT	RCT	SKT
493 (546)	472 (537)	416 (547)	484 (574)
45	45	43	41

\*Numbers in parentheses represent the 50th percentile

**Teacher Report Key**

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

**End of Handout 5**

# Handout 6: Sunshine Middle School (Fictitious) – Narrative

**The information provided below is fictitious and is to be used for training purposes only.**

Sunshine Middle School opened in a middle class neighborhood in a medium-size city in the 1980s. For a number of years the neighborhood remained stable, but when the economy began to change in the 2000s, the population of students that Sunshine Middle School served began to change. This happened in large part because the neighborhoods of the feeder elementary schools changed. A nearby factory closed and a number of families moved in order to find employment elsewhere. A number of foreclosures occurred and more homes went to the rental market. In addition, the resources available to the school decreased as the budget grew tight.

The following areas pertaining to the school were affected:

**School Climate and Culture:** Overall the school facility is in good repair and the building is kept clean and safe. Teachers do have a common grade level/subject area planning time, but there has been a good deal of teacher turnover in the last several years. This has made it difficult to establish a cohesive culture at the school. Some teachers have high expectations for students and others do not. In addition, student discipline is inconsistent.

**Attendance:** Student attendance is consistently high with students missing on average five days per semester; however, teacher attendance records reveal that on average teachers miss one day of school per month, meaning the attendance rate for students and teachers is about the same.

**Curriculum and Instruction:** The curriculum for ELA has been in place for six years and the math curriculum has been used for seven years. Professional development occurred prior to implementation, few teachers remain at the school who received it. There are intervention components which resource teachers use with students who have been identified as low-achieving. Classroom walkthroughs seem to reflect that literacy instruction primarily occurs in English language arts and there is little support from content area teachers.

**Leadership:** This middle school has a principal and assistant principal who have both been at the school for five and six years respectively. A guidance counselor has served at the school for ten years and you were hired as a literacy coach three years ago. You feel that you are gaining the trust of teachers, but the turnover is challenging. You primarily work with English language arts teachers, but do spend some time with social studies teachers.

**Family and Community Engagement:** There are a wide variety of family structures represented at the school with a large percentage of single-parent homes and children being raised by grandparents. Parents do not seem to have the time to come to the school to engage in school activities as many work two jobs. The school does partner with some community businesses and faith-based organizations and these relationships are strong. Businesses provide financial and volunteer support, and churches provide after-school tutoring and goodie-bags for teachers at the beginning of the school year. If the school staff or leadership becomes aware of a need for students, oftentimes these organizations will attempt to meet that need.

**Professional Development and Staff Capacity:** While professional development is provided at the district level, and you provide professional development for English language arts teachers, teacher turnover is problematic. You are working with the literacy leadership team to analyze and interpret data with the goal of changing instructional practice to more effectively meet the needs of students and improve student achievement. You also meet with individual teachers to help them make sense of their class and student level data.

**Assessment:** Progress monitoring is a component of the reading and math curricula; however, teachers are not proficient in interpreting the data and utilizing it to impact instruction. You are working hard to help teachers better their skills in this area.

**End of Handout 6**

## Steps for Developing a Professional Learning Action Plan

- Place a checkmark next to each task in Steps 1 and 2 on **Handout 1** that was completed by using the protocol to analyze and interpret the data from Sunshine Middle School and by reviewing the narrative providing information regarding the community, school culture, and staff.
- Place a checkmark next to Step 1 on Handout 1 as this should be complete.

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## Steps for Developing a Professional Learning Action Plan

- In your small groups, write one SMART goal for student learning based on the area of focus (improving student vocabulary) and your analysis and interpretation of student data:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**elevant
  - **T**ime-bound
- Check off Step 2 on **Handout 1**.

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## Steps for Developing a Professional Learning Action Plan

- Read Recommendation 1 from **Handout 7: Improving Adolescent Literacy: Effective Classroom and Intervention Practices** practice guide to address Step 3 on **Handout 1**.
- Check off Step 3 on **Handout 1**.

**Handout 7 on next page**

# Handout 7: Pages from Improving Adolescent Literacy Practice Guide

## Recommendation 1. Provide explicit vocabulary instruction

Teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content-area classes such as science and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text.

### Level of evidence: Strong

The panel considers the level of evidence supporting this recommendation to be strong, based on six randomized controlled experimental studies and three well designed quasi-experiments that demonstrated group equivalence at pretest.<sup>1</sup> An additional six studies with weaker designs provided direct evidence to support this recommendation.<sup>2</sup> A single subject design study also provided evidence about the effect of vocabulary instruction on students' outcomes.<sup>3</sup> The research supporting explicit vocabulary instruction includes students in upper elementary, middle, and high schools from diverse geographic regions and socioeconomic backgrounds and addresses a wide variety of strategies of vocabulary instruction.

One caveat is critical to interpreting the research on vocabulary instruction. While all of these studies show effects on vocabulary learning, only some show that explicit vocabulary instruction has effects on standardized measures of reading comprehension. Although reading comprehension is clearly the ultimate goal of reading instruction, it is important to note that the construct of comprehension includes, but is not limited to, vocabulary. While it is likely that the cumulative effects of learning vocabulary would eventually show effects on reading comprehension, we believe additional research is necessary to demonstrate this relationship.

### Brief summary of evidence to support the recommendation

In the early stages of reading most of the words in grade-level texts are familiar to students as part of their oral vocabulary. However, as students progress through the grades, print vocabulary increasingly contains words that are rarely part of oral vocabulary.

This is particularly the case for content-area material. In many content-area texts it is the vocabulary that carries a large share of the meaning through specialized vocabulary, jargon, and discipline-related concepts. Learning these specialized vocabularies contributes to the success of reading among adolescent students. Research has shown that integrating explicit vocabulary instruction into the existing curriculum of subject areas such as science or social studies enhances students' ability to acquire textbook vocabulary.<sup>4</sup>

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<sup>1</sup> Barron and Melnik (1973); Baumann et al. (2002); Baumann et al. (2003); Bos and Anders (1990); Brett, Rothlein, and Hurley (1996); Lieberman (1967); Margosein, Pascarella, and Pflaum (1982); Nelson and Stage (2007); Xin and Reith (2001).

<sup>2</sup> Beck, Perfetti, and McKeown (1982); Jenkins, Matlock, and Slocum (1989); Koury (1996); Ruddell and Shearer (2002); Stump et al. (1992); Terrill, Scruggs, and Mastropieri (2004).

<sup>3</sup> Malone and McLaughlin (1997). The standards for judging the quality of a single subject design study are currently being developed.

<sup>4</sup> Baumann et al. (2003); Bos and Anders (1990).



Children often learn new words incidentally from context. However, according to a meta-analysis of the literature, the probability that they will learn new words while reading is relatively low—about 15 percent.<sup>5</sup> Therefore, although incidental learning helps students develop their vocabulary, additional explicit instructional support needs to be provided as part of the curriculum to ensure that all students acquire the necessary print vocabulary for academic success. In many academic texts, students may use context clues within the text, combined with their existing semantic and syntactic knowledge to infer the meaning of unfamiliar words.<sup>6</sup> Explicit vocabulary instruction may be essential to this development of these types of inference skills.

Words are best learned through repeated exposure in multiple contexts and domains. Many content-area texts, such as those in biology and physics, however, include specialized vocabulary, jargon, and discipline-related concepts that students may not encounter outside their textbooks. This aspect of presenting content-area material limits the amount of exposure students will have with these unfamiliar terms. If students encounter unknown words in almost every sentence in a textbook, learning the content becomes daunting and discouraging. Explicit instruction in specialized vocabularies is an important way to contribute to successful reading among adolescent students.<sup>7</sup>

Research has shown that integrating explicit vocabulary instruction into the existing content-area curriculum in content areas such as science or social studies enhances students' ability to acquire textbook vocabulary.<sup>8</sup> Additional studies that examined students' scores on the vocabulary subtests of standardized reading tests demonstrated that explicit vocabulary instruction had a substantial effect on students' vocabulary acquisition in the context of a variety of texts, including prose, expository texts, and specialized word lists.<sup>9</sup>

Explicit vocabulary instruction is a name for a family of strategies that can be divided into two major approaches: direct instruction in word meaning and instruction in strategies to promote independent vocabulary acquisition skills. Direct instruction in word meaning includes helping students look up definitions in dictionaries and glossaries, read the words and their definitions, match words and their definitions, participate in oral recitation, memorize definitions, and use graphic displays of the relationships among words and concepts such as semantic maps.

Strategies to promote independent vocabulary acquisition skills include analyzing semantic, syntactic, or context clues to derive the meaning of words by using prior knowledge and the context in which the word is presented. Research shows that both approaches can effectively promote students' vocabulary.<sup>10</sup> The first approach can add to students' ability to learn a given set of words, whereas the second approach has the added value of helping students generalize their skills to a variety of new texts in multiple contexts. In that respect, the two approaches are complementary rather than conflicting.

Some students acquire words best from reading and writing activities, whereas other students benefit more from visual and physical experiences.<sup>11</sup> For example, short documentary videos may help students learn new concepts and terms because they provide a vivid picture of how the object looks in the context of its environment or specialized use.<sup>12</sup> Using computer software to teach vocabulary is an effective way to leverage instructional time and provide a variety of practice modes—oral, print, and even multimedia elaborations of words and concepts.

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<sup>5</sup> Swanborn and de Glopper (1999).

<sup>6</sup> Swanborn and de Glopper (1999).

<sup>7</sup> Beck et al. (1982).

<sup>8</sup> Baumann et al. (2003); Bos and Anders (1990)

<sup>9</sup> Barron and Melnik (1973); Baumann et al. (2002); Beck et al. (1982); Brett et al. (1996); Nelson and Stage (2007)

<sup>10</sup> Baumann et al. (2003); Bos and Anders (1990); Jenkins et al. (1989)

<sup>11</sup> Barron and Melnik (1973); Xin and Reith (2001).

<sup>12</sup> Xin and Reith (2001).

Programs that allow students to engage in independent practice can free teachers to work with other students in other instructional modes.

Other studies have shown that students also learn vocabulary through rich discussions of texts (see recommendation 3). For instance, one study showed that discussion improved knowledge of word meanings and relationships for students reading biology texts.<sup>13</sup> Discussion was also used in another study as part of the intervention.<sup>14</sup> Discussion seems to have its effects by allowing students to participate as both speakers and listeners. While this is not explicit instruction, it does have some additional benefits. For example, discussion might force students to organize vocabulary as they participate, even testing whether or not the vocabulary is used appropriately. It also presents opportunities for repeated exposure to words, shown to be a necessary condition for vocabulary learning.

Vocabulary learning in these cases did not result from explicit instruction, but teachers who recognize potential of this kind of learning can supplement these interactions with new vocabulary with brief, focused explicit instruction to ensure that students share a common understanding of unfamiliar words and terms and have an opportunity to practice new vocabulary. Although the research noted so far demonstrates the positive effects of explicit vocabulary instruction on vocabulary acquisition, there are mixed results with respect to the effects of such instruction on general measures of comprehension. Only a small number of the studies on explicit vocabulary instruction included comprehension outcome measures and found meaningful increases in students' reading comprehension. It may be that whereas limited vocabulary interferes with comprehension, additional literacy skills are needed for successful reading comprehension.

### How to carry out the recommendation

1. [Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction.](#) The amount of time will be dictated by the vocabulary load of the text to be read and the students' prior knowledge of the vocabulary. Making certain that students are familiar with the vocabulary they will encounter in reading selections can help make the reading task easier. Computer instruction can be an effective way to provide practice on vocabulary and leverage classroom time.
2. [Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.](#)<sup>15</sup> Words are usually learned only after they appear several times. In fact, researchers<sup>16</sup> estimate that it could take as many as 17 exposures for a student to learn a new word. Repeated exposure could be in the same lesson or passage, but the exposures will be most effective if they appear over an extended period of time.<sup>17</sup> Words that appear only once or twice in a text are typically not words that should be targeted for explicit instruction because there may never be enough practice to learn the word completely. Students should be provided with the definitions of these infrequent words.
3. [Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.](#) This will ensure that students begin to acquire a range of productive meanings for the words they are learning and the correct way to use those words in addition to simply being able to recognize them in print.

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<sup>13</sup> Barron and Melnik (1973).

<sup>14</sup> Xin and Reith (2001).

<sup>15</sup> Jenkins et al. (1989).

<sup>16</sup> Ausubel and Youssef (1965).

<sup>17</sup> Ausubel and Youssef (1965).

4. **Provide students with strategies to make them independent vocabulary learners.** One way is to give them strategies to use components (prefixes, roots, suffixes) of words to derive the meaning of unfamiliar words; another is to make use of reference material such as glossaries included in their textbooks.<sup>18</sup>

## Potential roadblocks and solutions

1. **Students may vary in their response to different vocabulary instruction strategies.** For example, some students respond better to sensory information than to verbal information about word meaning. Teachers need to combine multiple approaches in providing explicit vocabulary instruction.<sup>19</sup> For instance, as described above, it is helpful to expose students to vocabulary numerous times either in one lesson or over a series of lessons. It is also helpful to combine this repeated exposure with a number of different explicit instruction strategies, such as using direct instruction techniques (getting students to look up definitions in dictionaries), helping promote students to independently acquire vocabulary skills (using context clues to derive meaning), offering students the opportunity to work on the computer using various software, and allowing students to discuss what they have read.

2. **Teachers may not know how to select words to teach, especially in content areas.** Content-area textbooks are loaded with too much specialized vocabulary and jargon. Teachers need to select carefully the most important words to teach explicitly each day. Several popular methods of selecting words for vocabulary instruction are available. Two methods seem important for adolescent readers:

- One method uses as a criterion the frequency of the words in instructional materials.<sup>20</sup> This, again, is more important for elementary materials where the vocabulary is selected from a relatively constrained set of instructional materials. For most adolescents, this constraint on vocabulary in instructional materials diminishes over time, making the frequency method of selecting words less useful for teaching adolescent students reading content. However, for adolescent students who have limited vocabularies, selecting high-frequency, unknown words remains an important instructional strategy.
- Another method uses three categories of words: Tier I, Tier II, and Tier III. This concept has been applied most effectively for literary texts with students at elementary levels. Tier I words are those typically in readers' vocabularies and should not be the focus of instruction. These high-frequency words are usually acquired very early. Tier III words are rare words that are recommended for instruction only when they are encountered in a text. That leaves Tier II words as the focus of explicit vocabulary instruction prior to reading a text. The criteria for what constitutes membership in each tier are not sharply defined, but are loosely based on frequency and the utility for future reading.<sup>21</sup>
- For adolescent readers of content materials, vocabulary should be selected on the basis of how important the words are for learning in the particular discipline, rather than the tier in which the word is located. For example, in a 9th-grade biology text, the word "cytoskeleton" might be a target for prereading instruction in a chapter on cell biology, even though it would generally be considered a Tier III word because it almost never appears in general reading or conversation. Most of the words for adolescent readers should be selected on the basis of how important they are to understanding the content that students are expected to read. For much content material, the words that carry the burden of the meaning of the text are rare words, except in texts and materials related to a specific discipline. Despite the rarity of the words, they are often critical to learning the discipline content and thus should be the subject of explicit instruction, which is almost the only way they can be learned.

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<sup>18</sup> Baumann et al. (2002); Baumann et al. (2003).

<sup>19</sup> Lieberman (1967).

<sup>20</sup> Biemiller (2005); Hiebert (2005).

<sup>21</sup> Beck et al. (1982).

3. [Teachers may perceive that they do not have time to teach vocabulary.](#) Teachers are often focused on the factual aspect of students' content-area learning and find little time to focus on other issues in reading. Whenever reading is part of a lesson, a few minutes spent on explicit vocabulary instruction will pay substantial dividends for student learning. Some effort in teaching students to become independent vocabulary learners will lessen the amount of time required by teachers as part of the lesson.<sup>22</sup> Making students even slightly more independent vocabulary learners will eventually increase the amount of content-area instructional time.

Using computers can give teachers the opportunity to provide independent practice on learning vocabulary. Teachers will be able to leverage instructional time by having students work independently, either before or after reading texts.

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<sup>22</sup> Baumann et al. (2002); Baumann et al. (2003).

**End of Handout 7**

## Steps for Developing a Professional Learning Action Plan

- In your small groups, write one SMART goal and one goal addressing **k**nowledge, **a**ttitudes, **s**kills, **a**spirations, or **b**ehavior (KASAB) for TEACHERS.
- Check off Step 4 on **Handout 1**.

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## Steps for Developing a Professional Learning Action Plan

- Step 5 involves identifying evidence-based practices for delivering and supporting professional learning and determining those that are well-suited to your goals.
- We are learning about many of these practices throughout this course, but you may want to do additional research to identify others.

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## Effectiveness of Various Professional Learning Designs

**Table 3. Estimated Percentage of Achievement of Various Professional Learning Outcomes Associated With Professional Learning Designs**

Professional learning designs	Outcomes of professional learning	
	Knowledge level (understand the content)	Skill attainment (demonstrate proficiency in the practice)
Presentation of theory	10	5
Demonstration of learning	30	20
Practice of learning	60	60
Coaching and other forms of workplace-specific support	80	95

Source: *Student achievement through staff development* (3rd edition) by B. Joyce & B. Showers, p. 78. Copyright by ASCD, 2002.

## Steps for Developing a Professional Learning Action Plan

Professional learning designs to consider when developing a professional learning action plan.

- Action research
- Case studies
- Critical friends groups
- Examining student work
- Lesson Study
- Monitoring/Coaching
- Peer Observation
- Protocols
- Study Groups
- Training
- Tuning Protocol

Consider delivery formats when developing a professional learning action plan.

- Face-to-face
- Distance/Online
- Blended format
- Length
- Other

Consider follow-up when developing a professional learning action plan.

- Classroom-based
- Non-classroom-based

## Steps for Developing a Professional Learning Action Plan

### Step 6 – Theory of Change

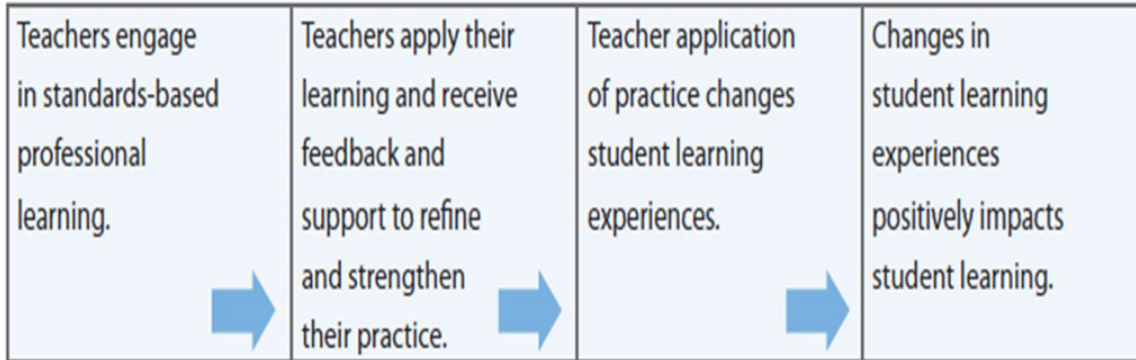


Figure 4. General theory of change

## Steps for Developing a Professional Learning Action Plan

### Step 6 – Logic Model (Example)

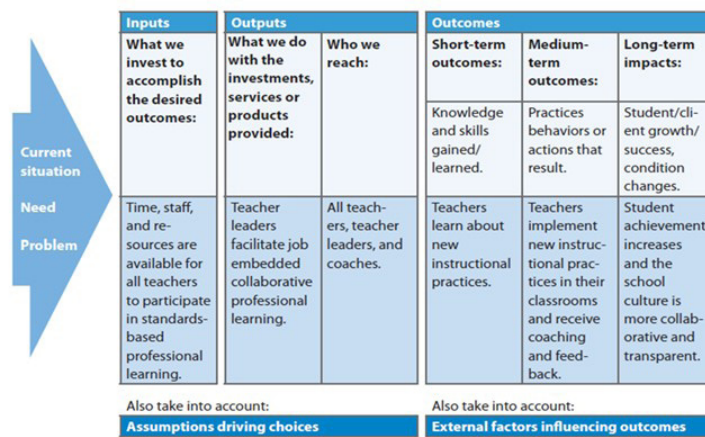
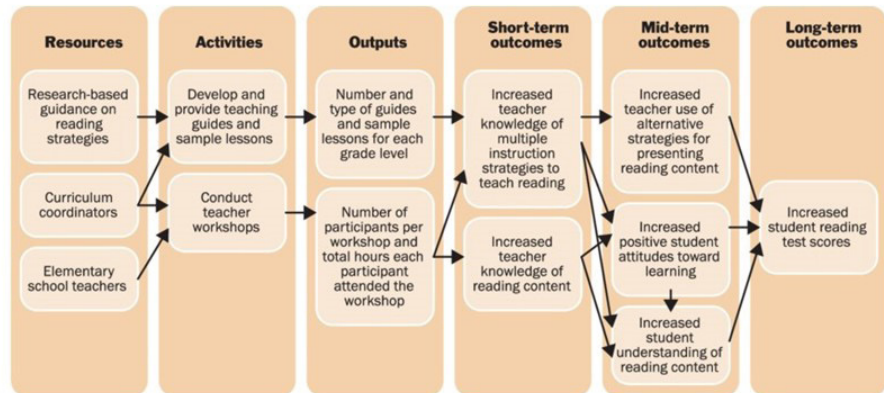


Figure 5. Logic model for simple theory of change

## Steps for Developing a Professional Learning Action Plan

### Step 6 – Logic Model (Example)



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## Steps for Developing a Professional Learning Action Plan

- Access **Handout 8 – Logic Model Example**.
- Access **Handouts 9 and 10** – Logic model templates.
- In your small groups, select the template of your choice and complete one row of the logic model using the information you have acquired as you completed Steps 1-5.
- Check off Step 6 on Handout 1.

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**Handout 8 on next page**



# Handout 8: Logic Model Example

Inputs	Activities	Initial Outcomes	Intermediate Outcomes	Intended Results
Technology hardware, software, and infrastructure	Teachers and principals receive training on technology integration in reading.	Teachers and principals develop an understanding of how technology can enhance students' reading abilities, engage students more actively in learning, differentiate learning, and assessment. <b>Knowledge</b>	Teachers integrate technology into their reading instruction. <b>Behavior and aspiration</b>	Student achievement in reading comprehension increases by 10% by the year 2023.
Trainers	Technology resources are deployed in English language arts and intensive reading classrooms.	Teachers learn strategies for integrating technology into reading instruction. <b>Skill</b>	Teachers integrate technology into their classroom instruction on a regular basis.	
Planning time for integrating technology into reading lessons	Teachers are coached on integrating technology into their reading curriculum.	Teachers' comfort with integrating technology increases and they design opportunities for students to use technology for learning. <b>Attitudes and behavior</b>	Students use technology to gather information, construct understanding, demonstrate understanding, and engage more actively in learning. <b>Behavior and aspiration</b>	
Time for conferring with coaches	Literacy coaches are trained in how to support teachers as they integrate technology into their classrooms and how to serve as a leader for technology in their schools.	In instructional conferences, literacy coaches provide support to teachers in integrating technology into their classrooms. <b>Behavior</b>	Teachers' attitudes about technology improve. Students' attitudes about technology improve. <b>Attitudes</b>	

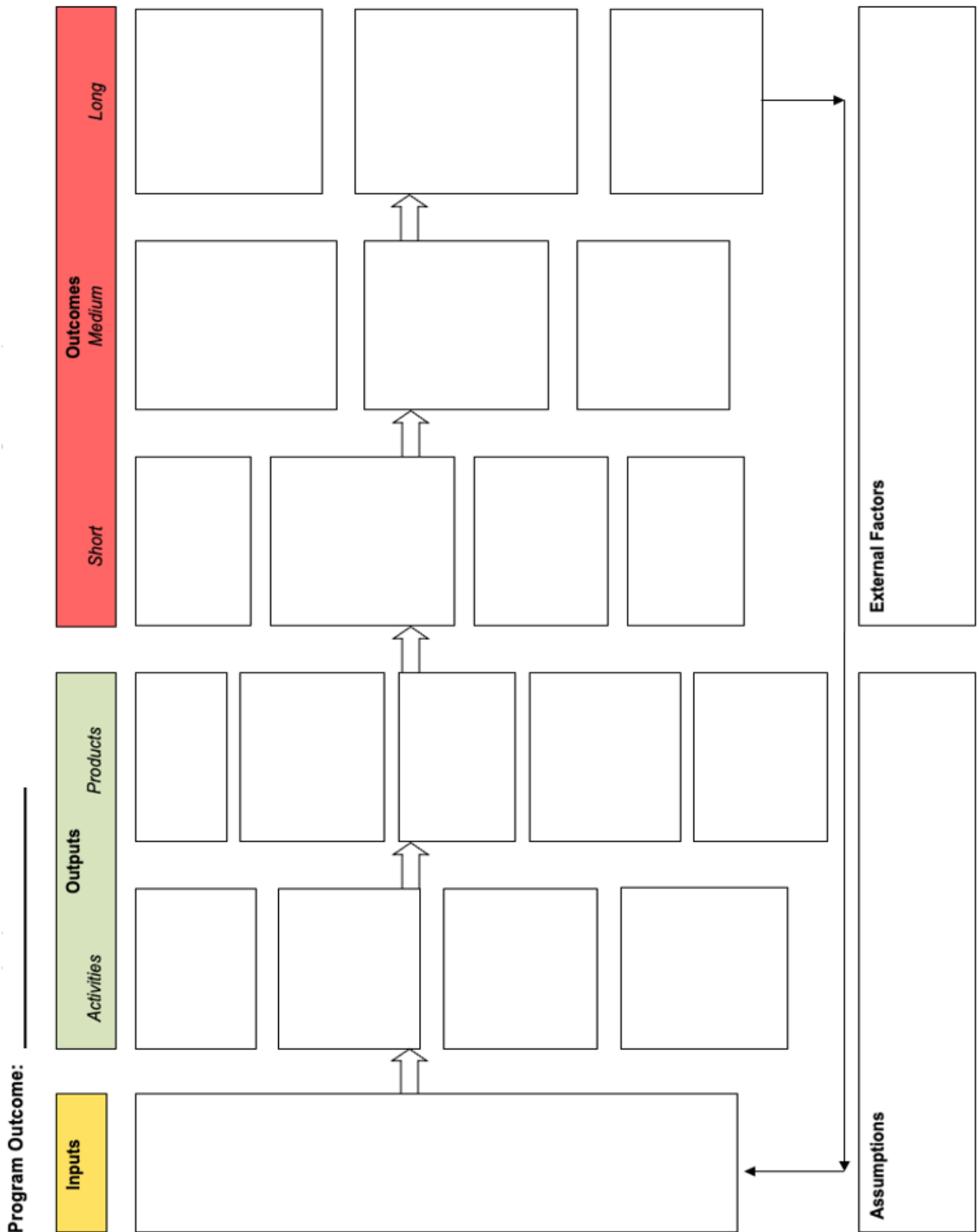
**End of Handout 8**

# Handout 9: Logic Model Template 1

Inputs	Activities	Initial Outcomes	Intermediate Outcomes	Intended Results

**End of Handout 9**

# Handout 10: Logic Model Template 2



## Steps for Developing a Professional Learning Action Plan

- Access **Handout 11: Professional Learning Action Plan Example** and review in your small groups.
- Access **Handout 12: Professional Learning Action Plan Template**.

**Handout 11 on next page**

# Handout 11: Professional Learning Action Plan Example

Based on the Data Analysis, Identify and Define Area(s) for Improvement	SMART Goal #1 Linked to Area of Improvement	Action Steps to Address the Goal	Person Responsible for Monitoring the Action Steps	Process Used to Determine Effectiveness of Action Steps	Evaluation Tool
Reading Comprehension (87% of students are below the 60th percentile) (FAIR)	<p>Within two years, 80 percent of students will score above the 60th percentile on the reading comprehension portion of FAIR</p> <p>S = specific M = measurable A = attainable R = results-focused T = time-bound</p>	Weekly PLC meetings to discuss data results.	Literacy Leadership Team Reading Coach	Classroom walkthroughs to observe evidence of learning  Progress monitoring of data results	Focused Classroom walkthroughs documentation form  FAIR, Performance Matters
		Provide professional learning opportunities to train and support teachers' understanding of how to provide appropriate instructional interventions to build students' reading comprehension using text complexity, higher order questioning and differentiated instruction	Literacy Leadership Team Literacy Coach Reading Specialist	Classroom walkthroughs, lesson plans, and student work  Progress monitoring of data results	Student work samples  Focused Classroom documentation form  FAIR, Performance Matters
		Continue to provide professional learning opportunities on developing ability to provide effective instruction and implement coaching cycle for teachers targeted by Principal and Coach	Literacy Leadership Team Literacy Coach Reading Specialist	Classroom walkthroughs, lesson plans and student work  Progress monitoring of data results	Focused classroom walkthroughs and coaching cycle documentation form.  Student work samples  FAIR, Performance Matters

Professional Learning Sessions and/or Professional Learning Community (PLC) Aligned with Action Steps					
Professional Learning Content or Topic, Targeted Instructional Coaching to be provided, and/or PLC Primary Focus – *Include Grade level, subject, etc.	SMART Goal for Teachers and link to KASAB	Literacy Coaches' Role	Target Dates (e.g. Early Release) and Schedules (Frequency of meetings)	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Teachers will participate in weekly PLCs to discuss data and to use data for instruction – all grade levels (K-6th)		Facilitate weekly PLCs	To begin October – occurs weekly	Review lesson plans Classroom walkthroughs Targeted Coaching Cycle Progress monitoring of data results FAIR/OPM	Principal
Teachers will participate in professional learning opportunities to implement higher order questioning, differentiated instruction, and text complexity – all grade levels (K-6th)		Provide and facilitate professional learning opportunities for teachers on text complexity, higher order questioning, and text complexity	Early release dates, PD days, after school PLCs	Classroom walkthroughs Modeling Lesson Plans Targeted Coaching Cycle Progress monitoring of data results	Principal

**End of Handout 11**

# Handout 12: Professional Learning Action Plan Template

Based on the Data Analysis, Identify and Define Area(s) for Improvement	SMART Goal #1 Linked to Area of Improvement	Action Steps to Address the Goal	Person Responsible for Monitoring the Action Steps	Process Used to Determine Effectiveness of Action Steps	Evaluation Tool
	<p>S = specific M = measurable A = attainable R = results-focused T = time-bound</p>				

Professional Learning Sessions and/or Professional Learning Community (PLC) Aligned with Action Steps					
Professional Learning Content or Topic, Targeted Instructional Coaching to be provided, and/or PLC Primary Focus – *Include Grade level, subject, etc.	SMART Goal for Teachers and link to KASAB	Literacy Coaches' Role	Target Dates (e.g. Early Release) and Schedules (Frequency of meetings)	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

**End of Handout 12**



Professional Learning Action Plan Example

Based on the Data Analysis, Identify and Define Area(s) for Improvement	SMART Goal #1 Linked to Area of Improvement	Action Steps to Address the Goal	Person Responsible for Monitoring the Action Steps	Process Used to Determine Effectiveness of Action Steps	Evaluation Tool
Reading Comprehension (87% of students are below the 60 <sup>th</sup> percentile) (FAIR)	Within two years, 80 percent of students will score above the 60 <sup>th</sup> percentile on the reading comprehension portion of FAIR  S = specific M = measurable A = attainable R = results-focused T = time-bound	Weekly PLC meetings to discuss data results.	Literacy Leadership Team Reading Coach	Classroom walkthroughs to observe evidence of learning  Progress monitoring of data results	Focused Classroom walkthroughs documentation form  FAIR, Performance Matters
		Provide professional learning opportunities to train and support teachers' understanding of how to provide appropriate instructional interventions to build students' reading comprehension using text complexity, higher order questioning and differentiated instruction	Literacy Leadership Team Literacy Coach Reading Specialist	Classroom walkthroughs, lesson plans, and student work  Progress monitoring of data results	Student work samples  Focused Classroom documentation form  FAIR, Performance Matters
		Continue to provide professional learning opportunities on developing ability to provide effective instruction and implement coaching cycle for teachers targeted by Principal and Coach	Literacy Leadership Team Literacy Coach Reading Specialist	Classroom walkthroughs, lesson plans and student work  Progress monitoring of data results	Focused classroom walkthroughs and coaching cycle documentation form.  Student work samples  FAIR, Performance Matters

Professional Learning Sessions and/or Professional Learning Community (PLC)  
Aligned with Action Steps

Professional Learning Content or Topic, Targeted Instructional Coaching to be provided, and/or PLC Primary Focus – *Include Grade level, subject, etc.	SMART Goal for Teachers and link to KASAB	Literacy Coaches' Role	Target Dates (e.g. Early Release) and Schedules (Frequency of meetings)	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Teachers will participate in weekly PLCs to discuss data and to use data for instruction – all grade levels (K-6 <sup>th</sup> )		Facilitate weekly PLCs	To begin October – occurs weekly	Review lesson plans Classroom walkthroughs  Targeted Coaching Cycle  Progress monitoring of data results  FAIR/OPM	Principal
Teachers will participate in professional learning opportunities to implement higher order questioning, differentiated instruction and text complexity – all grade levels (K-6 <sup>th</sup> )		Provide and facilitate professional learning opportunities for teachers on text complexity, higher order questioning and text complexity	Early release dates, PD days, after school PLCs	Classroom walkthroughs  Modeling  Lesson Plans  Targeted Coaching Cycle  Progress monitoring of data results	Principal



## Collaborate and Practice

### Completing the Professional Learning Action Plan

- In your small groups, use all the information you have to complete the template of the professional learning action plan.
- Be prepared to share briefly some highlights of your plan.

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## Learn and Confirm

### Facilitating Implementation of the Professional Learning Action Plan

What is implementation?

- Implementation involves putting a plan into effect, including the process of monitoring progress, making adjustments, and evaluating impact.
- Implementation is a *process*, not an event.
- A strong implementation plan contributes to the overall safety and supportiveness of learning environments to help all students achieve.

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## Facilitating Implementation of the Professional Learning Action Plan

Implementation involves:

- Commitment and persistence of the implementers (you – the coach, administrators, literacy leadership team, and teachers).
- Clear understanding, by all, of what is expected.
- Willingness to engage in new practices.

Stakeholder	Perceived Level of Commitment (please circle)			Comments
	Low	Medium	High	
Students	Low	Medium	High	
Teachers	Low	Medium	High	
School Community	Low	Medium	High	
School Leadership Team	Low	Medium	High	
District or System Leadership	Low	Medium	High	

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## Facilitating Implementation of the Professional Learning Action Plan

Practice profiles can help establish expectations by:

- Breaking the practice or program down into components.
- Being a road map for implementation of the professional learning action plan.
- Establishing a range of implementation levels from unacceptable to developing to ideal/expected.

NIRN NATIONAL IMPLEMENTATION RESEARCH NETWORK  
FROM PORTER LEHRER CHILD DEVELOPMENT INSTITUTE

**Practice Profile for Coaching**

<b>Practice or Program:</b> Coaching	<b>Date/Version:</b> 8/30/19 -- Version 1.8
<b>Philosophy, Values, &amp; Guiding Principles</b>	
<p><b>Philosophy:</b> The process by which trained skills or practices are brought under stimulus control in natural settings. Coaching shapes use of a learned skill and guides improved precision, fluency, and contextual adaptation while maintaining integrity to the practice.</p> <p><i>Less Behavioral Definition:</i> The process that supports and transfers skills gained during a professional development, workshop, or training event to use with fidelity during everyday use. Coaching shapes newly learned skills by focusing on improving precision, fluency, and use across settings, recipients, time, etc., while maintaining fidelity to the practice.</p> <p><b>Values/Principles:</b> Coaching is:</p> <ul style="list-style-type: none"> <li>An extension of training</li> <li>Based on collaborative efforts to develop self-reflection and self-sufficiency</li> <li>Never ends but fades over time with a continuum of support tied to data related to use of skills (e.g., fidelity data)</li> <li>Describes behaviors that support performance feedback, behavior change, and use of trained skills in every day settings</li> <li>Is driven by data that document areas of focus (accuracy, fluency, generalization, or adaptation) and support needed (high, moderate, low)</li> <li>Is a collaborative effort between the individual providing the coaching and the recipient of coaching</li> <li>Is comprised of a set of behaviors - not a title or position</li> <li>Is continuously evaluated for effectiveness and efficiency</li> <li>Is supported by coaching of coaching (e.g., from systems coaching perspectives)</li> <li>Can be focused on an individual or a group (e.g., implementation team, problem solving team, cadre of individuals providing coaching)</li> </ul>	

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## Facilitating Implementation of the Professional Learning Action Plan

In your small groups, examine **Handout 13: Practice Profile for Coaching** developed by the National Implementation Research Network. Be prepared to discuss in the whole group.

- How could a document like this help you implement the professional learning action plan?
- Who would be on a team that might develop a practice profile for coaching in your district or at your school?
- What elements might you include in a principal-coach partnership agreement?

**Handout 13 on next page**

# Handout 13: Practice Profile for Coaching

<b>Practice or Program:</b>	Coaching	<b>Date/Version:</b>	8/30/19 -- Version 1.8
<b>Philosophy, Values, &amp; Guiding Principles</b>			
<b>Philosophy</b>	<p>The process by which trained skills or practices are brought under stimulus control in natural settings. Coaching shapes use of a learned skill and guides improved precision, fluency, and contextual adaptation while maintaining integrity to the practice.</p> <p><i>Less Behavioral Definition:</i> The process that supports and transfers skills gained during a professional development, workshop, or training event to use with fidelity during everyday use. Coaching shapes newly learned skills by focusing on improving precision, fluency, and use across settings, recipients, time, etc., while maintaining fidelity to the practice.</p>		
<b>Values/Principles:</b>	<p>Coaching is:</p> <ul style="list-style-type: none"> <li>• An extension of training</li> <li>• Based on collaborative efforts to develop self-reflection and self sufficiency</li> <li>• Never ends but fades over time with a continuum of support tied to data related to use of skills (e.g., fidelity data)</li> <li>• Describes behaviors that support performance feedback, behavior change, and use of trained skills in every day settings</li> <li>• Is Driven by data that document areas of focus (accuracy, fluency, generalization, or adaptation) and support needed (high, moderate, low)</li> <li>• Is A collaborative effort between the individual providing the coaching and the recipient of coaching</li> <li>• Is Comprised of a set of behaviors - not a title or position</li> <li>• Is Continuously evaluated for effectiveness and efficiency</li> <li>• Is Supported by coaching of coaching (e.g., from systems coaching perspectives)</li> <li>• Can be focused on an individual or a group (e.g., implementation team, problem solving team, cadre of individuals providing coaching)</li> </ul>		
<b>Philosophy, Values, &amp; Guiding Principles</b>			
<ul style="list-style-type: none"> <li>• Training in practice/skill is a prerequisite</li> <li>• Must involve direct observation of skills/practices in use along with other data sources (review of products, self-report ratings)</li> </ul>			
<b>Desired Outcome:</b>			
<p>Transfer implementation of trained skills or practices (use of skills/practices with fidelity across contexts). Coaching increases the likelihood that skills will be used as intended (with fidelity) in applied work in targeted contexts (classrooms, agencies, personal interactions, meetings).</p>			
<b>Essential Components:</b>			
<ol style="list-style-type: none"> <li>1. Prompting</li> <li>2. Performance Feedback</li> <li>3. Creating an Enabling and Collaborative Context</li> <li>4. Data Use</li> </ol>		<ol style="list-style-type: none"> <li>5. Application of Content Knowledge</li> <li>6. Continuum of Supports</li> <li>7. Scaffolding</li> </ol>	
<b>General References</b>			
<p>Blase, Fixsen, Sims, &amp; Ward, 2015; Fixsen, Blase, Naoom, &amp; Duda, 2015; Fox, Hemmeter, Snyder, Binder, &amp; Clarke, 2011; Horner &amp; Sugai, 2000; Joyce &amp; Showers, 1982; Knight, 2004, 2007; Massar, 2017; Odom, Duda, Kucharczyk, Cox, &amp; Stabel, 2014; Snyder, Hemmeter, &amp; Fox, 2015</p>			

## Essential Components, Definitions, Contributions to Outcomes, and Indicators

Essential Component: Prompting		
Definition of Essential Component:	<p>Prompting reflects the delivery of antecedent cues (visual, auditory, or physical) to increase the likelihood that a specific behavior will be elicited when needed.</p> <p><i>Less Behavioral Definition:</i>            Prompting reflects verbal and/or nonverbal cues or aids that serve as indicators or reminders about accurate use of the targeted skill. Prompting is delivered before the skill should be delivered.</p>	
Contribution to Desired Outcome:	<p>Prompts delivered before a targeted response serve to reinforce and remind recipients of expectations of the desired behavior. Prompting is shown to produce higher accuracy rates and reduce errors during initial use of a practice or skill.</p> <p><i>Prompting along with performance feedback shapes recipient's accuracy, fluency, and generalization of skills/practices.</i></p>	
References:	<p>Duchaine, Jolivette, &amp; Fredrick, 2011; Freeman, Sugai, Simonsen, &amp; Everett, 2017; Hasbrouck &amp; Christen, 1997; Joseph, Alber-Morgan, &amp; Neef, 2016; Knapczyk &amp; Livingston, 1974; Massar, 2017; McDowell, 1982; Reinke, Lewis-Palmer, &amp; Merrel, 2008; Shapiro &amp; Shapiro, 1985; Stichter, Lewis, Richter, Johnson, &amp; Bradley, 2006; Sutherland, Wehby, &amp; Copland, 2000</p>	
Behavioral Indicators		
Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p><b><i>The individual providing coaching:</i></b>            Uses prompts (verbal, auditory, visual) that were identified as useful by the coach and coaching recipient.</p> <p>Delivers prompts before the behavior is expected to be elicited.</p> <p>Uses data to indicate when prompts should be faded out.</p> <p>Delivers prompts discreetly so that they do not distract from use of the practice or skill (e.g., occur in conversation prior to observation or use of skill or are nonverbal subtle cues such as Post-it-Notes affixed on an item in the coaching recipient's view).</p>	<p><b><i>The individual providing coaching:</i></b>            Uses prompts (verbal, auditory, visual) that are not identified by the coach and coaching recipient (i.e., they are prescriptive and routine).</p> <p>Delivers prompts too far in advance of the recipient's use of the skills to impact the likelihood of it being used as intended            Fades out prompts but phase out is not driven by data.</p> <p>Delivers prompts that are observable by others but do not disrupt the flow of the delivery of the practice or program (e.g., coach waves his/her hand in the air to gain the attention of the coaching recipient).</p>	<p><b><i>The individual providing coaching:</i></b>            Does not deliver prompts.</p> <p>Delivers prompts after behavior is emitted.</p> <p>Intermittently and inconsistently uses prompts (not driven by data).</p> <p>Delivers prompts in a manner that interrupts delivery of the practice (e.g., use auditory when nonverbal would be suitable for the context).</p>

Essential Component: Performance Feedback	
Definition of Essential Component:	<p>Performance feedback delivered by a coach is direct and specific in content and describes aspects of the skills/practices such as the accuracy, fluency, adaptation, and/or frequency of a behavior. Performance feedback is shared after observing or reviewing targeted skills/practices used in their natural context. Content (data- based corrective or positive) and context (descriptive defining what, when, and where as needed) of feedback are aligned with data collected during observation or review of permanent products. Performance feedback can be verbal or written.</p> <p><i>Less Behavioral Definition:</i> Performance feedback, which can be verbal or written, highlights behaviors that were used accurately, fluently, or whose modifications to meet needs of the audience, timeliness, or dosage of the setting maintained fidelity to the practice. In use, feedback delivered is specific (describes behavior) and aligned to the desired goals of coaching (rationale provided that also describes how or why a coaching recipient’s behaviors may need to change to meet desired outcomes of coaching).</p>
Contribution to Desired Outcome:	<p>Performance feedback functions to change the likelihood of a skill/practice being used with precision. That is, performance feedback shapes behavior by reinforcing desired behaviors or aspect of skills while also correcting inaccurate or dysfluent use of a skill/practice. Performance feedback is used to shape the recipients’ accuracy, fluency, and generalization of skills/practices.</p>
References:	<p>Alvero, Bucklin, &amp; Austin, 2001; Cavanaugh, 2013; Freeman, Sugai, Simonsen, &amp; Everett, 2017; Knight, 2007; Massar, 2017; Mortenson &amp; Witt, 1998; Sprick, Knight, Reinke, Skyles, &amp; Barnes, 2010</p>

Behavioral Indicators		
Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p><b><i>The individual providing coaching:</i></b> Provides feedback that is specific to the targeted practice, directed at the recipient’s behavior, is linked to the targeted goal, and includes a rationale.</p> <p>Provides feedback as soon as needed based on data such as how fragile (newly acquired) the skill is, urgency of feedback (safety concern), and agreed upon schedule for delivering feedback (ideally at least weekly).</p> <p>Provides feedback in the agreed upon format (in person, in writing, via phone call, virtual meeting).</p>	<p><b><i>The individual providing coaching:</i></b> Provides feedback that includes one or two aspects of the following. Feedback: 1) is tied to essential aspects of the practice or program; 2) describes the recipient’s behavior, and 3) linked to the goal of coaching.</p> <p>Provides feedback in a scheduled manner (e.g., weekly) that does not adjust based on newness of skills, urgency, or other factors.</p> <p>Provides feedback only in one manner (not flexible or in response to the recipient’s needs).</p>	<p><b><i>The individual providing coaching:</i></b> Does not provide feedback or only includes one characteristics from the two- point response.</p> <p>If feedback is provided it is not delivered in a timely manner to have an impact on shaping skills.</p> <p>If feedback is provided, it is delivered in written format only.</p>

Essential Component: Creating an Enabling and Collaborative Context	
Definition of Essential Component:	Enabling context is defined as structures and practices developed to create a system of support for ways of work that facilitate recipients of coaching to use practices/programs with fidelity. It relies on effective communication, collaboration, and problem solving. It also requires collaborative processes that foster shared ownership and nonjudgmental decision making. "People skills" such as flexibility, supportiveness, approachability, trustworthiness, and communication are critical to establishing relationships that build a supportive, collaborative, and non-judgmental hospitable environment for coaching and sustaining skills despite barriers or challenges that arise.
Contribution to Desired Outcome:	Creates a hospitable environment to facilitate co-creation of structures and practices that support use of the skills or program with fidelity.
References:	Blase, Fixsen, Sims, & Ward, 2015; Coggins, Stoddard, & Cutler, 2003; Curtis & Metz, 1986; Fixsen, Blase, Metz, & Van Dyke, 2015; Yost, 2002; Zins & Ponti, 1996

Behavioral Indicators		
Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p><b><i>The individual providing coaching:</i></b> Embraces coaching as a collaborative process between him or herself and the coaching recipient where all aspects of coaching from selecting behaviors to target to identifying data to monitor progress, identifying goals and outcomes of coaching, and reviewing strategies to develop accuracy, fluency, and generalization of skills and practices are done together.</p> <p>Establishes and uses a bi-directional and dynamic feedback process for communication and learning about transfer of skills into the applied context and impact of coaching on the process (e.g., behaviors of both the recipient of coaching and the coach change in response to communication and data shared).</p> <p>Employs a collaborative decision-making process that builds capacity to navigate change (adaption of skills to ever changing context) for coach and recipient of coaching and as a result builds capacity in the coaching recipient to create an enabling context beyond the coaching experience.</p>	<p><b><i>The individual providing coaching:</i></b> Embraces some elements of coaching in a collaborative manner.</p> <p>Establishes a bi-directional feedback loop but only uses this occasionally to inform coaching process – not followed as a shared learning experience.</p> <p>Employs a collaborative decision-making process but does not explicitly use that as an opportunity to build capacity to create an enabling context beyond the coaching experience.</p>	<p><b><i>The individual providing coaching:</i></b> Does not approach coaching in a collaborative manner.</p> <p>Does not establish a feedback loop.</p> <p>Makes all decisions independent of the recipient of coaching.</p>



Essential Component: Data Use		
Definition of Essential Component:	Use of relevant, reliable, and valid data to analyze, evaluate, and inform next steps and action planning (including goal setting, identifying progress monitoring or outcome data needed, and development of an action plan). Decision making is an iterative process with on-going data feeding into subsequent actions.	
Contribution to Desired Outcome:	Relevant, reliable, and valid data will inform the coaching process so that attention is directed and adjusted based on need that is supported by data.	
References:	Bahr, Whitten, Dieker, Kocarek, & Manson, 1999; Boudett, City, & Murnane, 2005, 2013; Chafouleas, Volpe, Gresham, & Cook, 2010; Deno, 2005; Hamilton et al., 2009; Herrmann, 2014; Horner, Algozzine, Newton, Todd, Algozzine, Cusumano, & Preston (in press); Marsh, Pane, & Hamilton, 2006; Nellis, 2012; Newton, Horner, Algozzine, Todd, & Algozzine, 2012; Sugai & Horner, 2006; 2009; Ysseldyke, Algozzine, & Mitchell, 1982.	
Behavioral Indicators		
Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p><b><i>The individual providing coaching:</i></b> Collects relevant and useful data (e.g., observation, fidelity, proximal) to answer a specific question or address a pre-determined need.</p> <p>Uses data to identify an area of need for coaching and set a goal for mastery (that includes three essential components: what, by when, and how much).</p> <p>Develops an action plan for coaching that includes types of support, target areas for support, steps for completion, who will complete steps, and when steps need to be completed.</p>	<p><b><i>The individual providing coaching:</i></b> Collects data that may or may not be relevant and useful, not all data collected serve to answer a specific question or address a pre-determined need.</p> <p>Completes only one of the following:</p> <ul style="list-style-type: none"> <li>• Uses data to identify an area of need.</li> <li>• Sets a goal with two essential components (what, by when, how much).</li> </ul> <p>Develops an action plan that includes only some of the following: types of support, target areas for support, steps for completion, who will complete steps, and when steps need to be completed.</p>	<p><b><i>The individual providing coaching:</i></b> Does not collect data, or collects data that are not relevant nor useful.</p> <p>Does not identify an area of need and does not set a goal with two essential components (what, by when, how much).</p> <p>Does not develop an action plan for coaching.</p>

**Essential Component: Data Use (continued)**

**Expected Use in Practice**

**The individual providing coaching:**  
Uses data to determine allocation of time and resources being provided to recipient through the continuum of supports (e.g., make decisions about scaffolding, prompting, and providing performance feedback).

Uses data to set goals, determine progress toward goal, and to define next steps (e.g., continue plan, modify plan, discontinue plan).

Completes an iterative problem-solving process until recipient meets goal or a new skill is chosen for coaching.

**Developmental Use in Practice**

**The individual providing coaching:**  
Uses data that are irrelevant and/or unreliable to determine allocation of time and resources being provided to recipient through the continuum of supports (e.g., make decisions about scaffolding, prompting, and providing performance feedback).  
- **OR** - Uses relevant and reliable data to incorrectly determine allocation of time and resources being provided to recipient through the continuum of supports (e.g., make decisions about scaffolding, prompting, and providing performance feedback).

Uses unreliable or irrelevant data to set goals, determine progress toward goals, and define next steps. - **OR** - Uses relevant or reliable data to inaccurately set goals, determine progress toward goals, and define next steps.

Completes problem-solving steps once and moves on to a new skill before meeting mastery of the first skill.

**Unacceptable Use in Practice**

**The individual providing coaching:**  
Does not use data to guide allocation of time and resources, continuum of supports, scaffolding, prompting, and providing performance feedback without using data.

Does not use data to set goals, determine progress to goals, and define next steps.

Does not complete a problem-solving process.

Essential Component: Application of Content Knowledge	
Definition of Essential Component:	Application of content knowledge refers to the coach applying his or her own experience and knowledge about delivering the targeted practice or program. Of note, content knowledge is a critical selection criteria that should be considered when hiring individuals to deliver coaching supports.
Contribution to Desired Outcome:	Fosters acceptance and provides a wealth of experiences and resources from which the individual providing coaching supports can draw strategies for developing fidelity in use of targeted practices.
References:	Killion & Harrison, 2006; Kin et al, 2004; Kowal & Steiner, 2007; Neufeld & Roper, 2003; Pogliinco et al., 2003

Behavioral Indicators		
<p><b>Expected Use in Practice</b></p> <p><i>The individual providing coaching:</i> Uses content area knowledge and expertise in delivering practice to guide specificity (narrowness) and sequencing of coaching relative to demands of content area (e.g., applies awareness of difficult to apply skills).</p> <p>Taps into personal, validated, and relevant resources to support and/or scaffold use of skills in applied settings.</p> <p>Shares stories or scenarios of his/her previous experience using the practice or of content area to ground skills/practices used.</p>	<p><b>Developmental Use in Practice</b></p> <p><i>The individual providing coaching:</i> Uses content area knowledge (not expertise in using practice) to guide specificity or sequencing of coaching relative to demands of content area.</p> <p>Taps into publicly available useful and relevant resources to support use of skills in applied settings.</p> <p>Shares second-hand stories of others using the practices.</p>	<p><b>Unacceptable Use in Practice</b></p> <p><i>The individual providing coaching:</i> Does not have or does not share content area knowledge or expertise in applying skills in the targeted setting.</p> <p>Does not have access to or awareness of relevant and useful resources to support transfer of skills in applied settings.</p> <p>Does not have any first or second-hand stories to share of others using the practices.</p>

Essential Component: Continuum of Supports	
Definition of Essential Component:	Coach uses fidelity/observation data to identify the recipient’s needs to master skills and align them with a continuum of coaching supports (i.e., high, moderate, low, or ongoing coaching supports). Supports may increase or decrease based on the targeted skill, level of acquisition, and needs of the coaching recipient.
Contribution to Desired Outcome:	Ensures allocation of resources are aligned with recipients’ needs for efficiently mastering skills.
References:	Kretlow & Bartholomew, 2014; Kretlow, Wood, & Cooke, 2014; Massar (2017); Wood et al., (2016)

Behavioral Indicators		
Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p><b><i>The individual providing coaching:</i></b> Follows a continuum of coaching supports (i.e., high, moderate, low, ongoing) to develop and maintain skills over time and uses data to guide decisions for moving between the continuum of supports.</p> <p>Provides supports based on one of the four levels of the continuum for each target area (if more than one target area is identified, not all target areas need to receive the same level of supports).</p> <p>Provides <b>ongoing</b> coaching support by completing all of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• Focusing on adapting practices to meet contextual fit amid challenges and transitions</li> <li>• Using independent practice with coach support</li> <li>• Taking a participant role while the recipient leads the coaching session</li> <li>• Building and using feedback and communication loops that flow easily between the coach and coaching recipient</li> </ul>	<p><b><i>The individual providing coaching:</i></b> Inconsistently follows a continuum of coaching supports (i.e., high, moderate, low, ongoing) to develop and maintain skills over time and inconsistently uses data to guide decisions for moving between the continuum of supports.</p> <p>Provides supports across levels (e.g., elements of low and high, moderate and ongoing) based on personal preference instead of recipient fidelity data.</p> <p>Provides <b>ongoing</b> coaching support by applying some but not all of the following:</p> <ul style="list-style-type: none"> <li>• Focusing on adapting practices to meet contextual fit amid challenges and transitions</li> <li>• Using independent practice with coach support</li> <li>• Taking a participant role while the recipient leads the coaching session</li> <li>• Building and using feedback and communication loops that flow easily between the coach and coaching recipient</li> </ul>	<p><b><i>The individual providing coaching:</i></b> The individual providing coaching: Provides the same coaching support to all recipients.</p> <p>Provides the same level of coaching support to individual recipient overtime regardless of recipient’s change in skill level.</p> <p>Unintentional about providing coaching assistance based on the continuum of supports.</p>

Essential Component: Continuum of Supports (cont.)

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p><b><i>The individual providing coaching:</i></b> Provides <b>Low</b> coaching support by completing all of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• Focusing on transitioning from “coach-lead” to “coach supported” conversations</li> <li>• Prompting less frequently</li> <li>• Providing corrective and reinforcing performance feedback as needed</li> <li>• Building skills for self-reflection and personal evaluation of recipients’ performance</li> </ul> <p>Provides <b>Moderate</b> coaching support by completing all of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• Providing frequent opportunities to use and practice using skills accurately and fluently</li> <li>• Providing prompts and gradually fading prompts to promote independent use of skills</li> <li>• Providing corrective and reinforcing performance feedback</li> <li>• Developing skills for self-reflection and evaluation in recipients</li> <li>• Targeting one to two areas for improvement at one time</li> <li>• Providing more opportunities for independent practice (with feedback and support)</li> </ul>	<p><b><i>The individual providing coaching:</i></b> Provides <b>Low</b> coaching support by applying some but not all of the following:</p> <ul style="list-style-type: none"> <li>• Focusing on transitioning from “coach-lead” to “coach supported” conversations</li> <li>• Prompting and providing corrective and reinforcing performance feedback consistently while fading supports</li> <li>• Building skills for self-reflection and personal evaluation of recipients’ performance</li> </ul> <p>Provides <b>Moderate</b> coaching support by applying some but not all of the following:</p> <ul style="list-style-type: none"> <li>• Providing frequent opportunities to use and practice using skills accurately and fluently</li> <li>• Providing prompts and while gradually fading prompts</li> <li>• Providing corrective and reinforcing performance feedback</li> <li>• Developing skills for self-reflection and evaluation in recipients</li> <li>• Targeting one or two areas for improvement at one time</li> <li>• Using modeling, co-leading, and independent practice</li> </ul>	

Essential Component: Continuum of Supports (cont.)

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p><b><i>The individual providing coaching:</i></b>                      Provides High coaching support by completing all of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• Making sure that training (with fidelity) has occurred and re-teach as needed</li> <li>• Focusing on supporting use of skills/practices in role plays and in real world settings</li> <li>• Delivering very frequent prompts</li> <li>• Delivering a high ratio of performance feedback</li> <li>• Providing very frequent reinforcement for behaviors done well</li> <li>• Providing corrective performance feedback soon after it is observed</li> <li>• Targeting one to two areas for improvement at one time</li> <li>• Providing high levels of modeling, co-leading, and independent practice</li> </ul>	<p><b><i>The individual providing coaching:</i></b>                      Provides High coaching support by applying some but not all of the following:</p> <ul style="list-style-type: none"> <li>• Making sure that training has occurred with fidelity and re-teaching as needed</li> <li>• Focusing on supporting use of skills/practices in real world settings</li> <li>• Consistently delivering prompts</li> <li>• Delivering a high ratio of performance feedback</li> <li>• Providing reinforcement for behaviors done well</li> <li>• Providing corrective performance feedback after it is observed</li> <li>• Targeting one to two areas for improvement at one time</li> <li>• Using modeling, co-leading, and independent practice</li> </ul>	

Essential Component: Scaffolding	
Definition of Essential Component:	Scaffolding refers to the amount of direct support provided to guide the recipient’s targeted skills from acquisition, to fluency, to generalization, and adaptation. The individual providing coaching supports uses fidelity of practice data (e.g., data collected during observation of practices being used) to align need to model, co-lead, or provide independent practice of skills while delivering performance feedback.
Contribution to Desired Outcome:	Scaffolding strengthens recipient skills across the instructional continuum (acquisition, fluency, generalization, adaptation) to support use of practices with fidelity.
References:	Browder et al., (2012); Bursuck & Damer (2011); Carnine et al., (2009); Ciullo & Dimino (2017); Coyne, Kame’enui, & Carnine (2011); Myer et al., (2017); Sims (2017)

Behavioral Indicators		
Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p><b><i>The individual providing coaching:</i></b> Uses a Model- Co-Lead- Independent Practice (with performance feedback) method and gradual release technique that is informed by data that will build capacity for sustained use of skills with fidelity as the desired outcome.</p> <p>Models skills using examples, nonexamples, descriptions, and/ or demonstrations during initial learning and/or practice or models focus skills as part of an error correction*.</p> <p>Co-leads use of skills with recipient by taking turns practicing skills in role play, scenarios, planning activities, and natural settings while consistently providing performance feedback.</p>	<p><b><i>The individual providing coaching:</i></b> Uses a Model; Co-Lead; Independent Practice (with performance feedback) and gradual release technique but levels of support are not informed by data or follows a prescriptive protocol that is not responsive to data collected.</p> <p>Models skills using examples, nonexamples, descriptions, and/ or demonstrations during initial learning only.</p> <p>Co-leads use of skills with recipient by taking turns practicing skills in natural settings (classroom). Provides opportunities for independent practice of focus skills in natural settings (classroom).</p>	<p><b><i>The individual providing coaching:</i></b> Does not employ a system to scaffold support for skill development.</p> <p>Requires recipient to use skills in independent practice without providing models or co-leading examples.</p>

**Essential Component: Scaffolding (cont.)**

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p><b><i>The individual providing coaching:</i></b>                      Uses a gradual release technique to fade support for skills from model-co-lead-independent practice to model-independent practice to independent practice. Decisions to fade support are based on results of observational and fidelity data and result in recipient using skills with fidelity.</p>	<p><b><i>The individual providing coaching:</i></b>                      Abruptly releases recipient without fading supports based on his/her needs (e.g., models only once and moves to independent practice). -- OR -- Continually uses full supports without fading despite the data and recipient demonstrating need for only independent practice (e.g., uses model-co-lead-independent practice for every skill including mastered skills).</p>	<p><b><i>The individual providing coaching:</i></b></p>
<p>Consistently uses an error correction* process (model- co-lead-independent practice, model-independent practice) based on contextual needs during practice, or direct observation.</p>	<p>Inconsistently uses an error correction* process (model, lead, independent practice) during practice, during direct observation, or following a direct observation.</p>	<p>Does not use an error correction* process and allows recipient to continue without correction.</p>

\*Error correction differs from Performance Feedback. Error correction reflects the steps a coach takes to have the recipient retry the “misstep” (similar to behavior rehearsals or role plays where “actors” are provided feedback to see if they can incorporate that feedback into their own behavior change). In short, performance feedback identifies what behaviors to change; whereas, error correction is the process of facilitating recipients to “try again.” Error correction occurs both during practice or in the natural setting. During practice, the error correction occurs immediately after the scenario is completed (or directly after the error if it is a newly learned skill). During a live observation in the natural setting, the coach makes a professional judgement on whether to provide the error correction immediately or during the post-observation meeting. Error correction can occur in the following forms: Model-co-lead-independent practice (coach models, they practice it together, recipient tries it on their own); Model-independent practice (coach models the correct steps and requests the recipient to “try again”); Performance Feedback-independent practice (coach provides performance feedback and requests the recipient to “try again”). The performance feedback serves as the model.



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**End of Handout 13**



## Collaborate and Practice

### Facilitating Implementation of the Professional Learning Action Plan

In your small groups, talk about the implementation of the professional learning action plan that you developed in this session. Be sure to consider the practice profile you just reviewed.

- What should implementation look like?
- What kinds of things do you do to implement the plan – thus supporting teachers in their implementation of new practices?
- What support do you need for ideal implementation?
- What do you do when implementation seems to stall?
- How do you know when your plan has been fully implemented with quality?

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## Learn and Confirm

### Analyzing and Evaluating School, Teacher, and Student Outcomes to Determine Follow-Up Actions

- Analyzing and evaluating outcomes must occur on two levels in order to determine follow-up actions:
  - How well the professional learning action plan was implemented by the coach and others.
  - How well the instructional practices that were the focus of the plan were implemented by the teachers and has influenced student achievement.
- These are related – one provides evidence of the other.

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## Analyzing and Evaluating School, Teacher, and Student Outcomes to Determine Follow-Up Actions

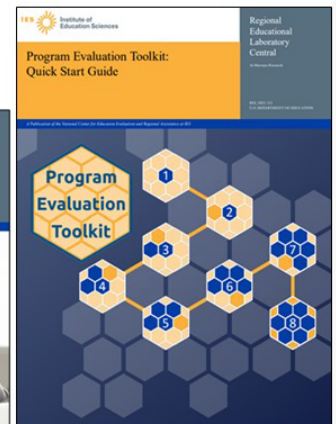
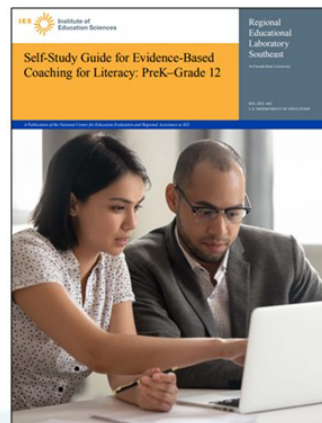
Questions that relate to both levels:

- What worked and how do I know it?
- What didn't work as well as expected and how do I know?
- What will I continue doing, stop doing, and start doing?
- What did I learn that will help me as I continue to refine my practice in this area?
- What support do I want and how will I access it?

## Analyzing and Evaluating School, Teacher, and Student Outcomes to Determine Follow-Up Actions

Tools for analyzing and evaluating outcome data regarding implementation of the professional learning action plan:

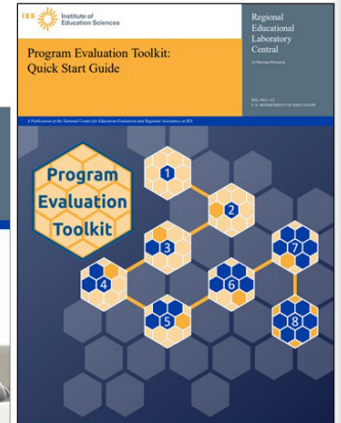
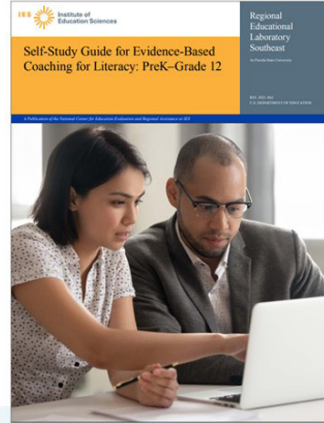
- Self-study Guide for Evidence-Based Literacy Coaching PreK-Grade 12
- Program Evaluation Toolkit
- Surveys
- Observations (of teachers and of the coach)



## Analyzing and Evaluating School, Teacher, and Student Outcomes to Determine Follow-Up Actions

Tools for analyzing and evaluating outcome data regarding implementation of the professional learning action plan:

- Self-Study Guide for Evidence-Based Literacy Coaching PreK-Grade 12
- Program Evaluation Toolkit
- Surveys
- Observations (of teachers and of the coach)



## Analyzing and Evaluating School, Teacher, and Student Outcomes to Determine Follow-Up Actions

Types of tools for analyzing and evaluating teacher and student outcomes to determine follow-up actions:

- Classroom walkthroughs and observation forms
- Student work including artifacts, portfolios, and assessments
- Focus group protocols
- Interview protocols
- Surveys

## Analyzing and Evaluating School, Teacher, and Student Outcomes to Determine Follow-Up Actions

Teacher level data that may be helpful:

- State assessment outcomes
- Progress monitoring outcomes
- Attendance data (student and teacher)

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### Collaborate and Practice

## Analyzing and Evaluating School, Teacher, and Student Outcomes to Determine Follow-Up Actions

Let's discuss:

- What trends are you looking for as you analyze and evaluate school, teacher, and student outcomes?
- How do these trends influence your follow-up steps?
- What do you do about outliers?

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## Recap of Module 3

- Session 7 – Data: Planning and Collecting
- Session 8 – Analyzing and Interpreting Data
- Session 9 – Developing and Implementing a Professional Learning Action Plan and Analyzing School, Teacher, and Student Outcomes

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## Bridge to Practice Project for Module 3

- Develop and describe planned implementation of a professional learning action plan.
- Use **Handout 12** (template), **Handout 14** (instructions for development), and **Handout 15** (rubric) to develop the plan.
- Write a one-paragraph description of what implementation of the plan will look like in your local context.
- Submit your plan and description to your facilitator as instructed.

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**Handout 14 on next page**

# Handout 14: Instructions for Module 3 Bridge to Practice Project

The Bridge to Practice project for Module 3 is the development of a professional learning action plan based on local data. You will use Handout 12, which is a template, to complete the plan. It has two sections, with the first identifying the actual plan to improve instruction in a focus area, and the second related to the professional learning opportunities that will be provided to facilitate improvement. You may refer to the rubric (Handout 15) for the criteria of an acceptable plan. Directions for completing the plan template are below. The numbered steps align with the numbered columns on the template.

## Section 1 – Professional Learning Action Plan

1. Examine your school’s data and determine an area of focus for improvement. This area may be an area of focus for the entire school or specific grade levels. On the template, indicate the area of focus and include data to validate why you chose that particular area.
2. Establish one SMART goal for students based on the student data and area of focus. List the goal in the appropriate column on the template.
3. List action steps that you will take to help improve instruction related to the area of focus, which should lead to an improvement in student performance in this area. Steps should be clearly explained.
4. List the person or people responsible for monitoring the action steps. These should be listed by role (e.g., principal, literacy leadership team, etc.).
5. Summarize the tools and process you will use to determine the effectiveness of your action steps. This process should inform your plan and lead to more effective implementation of your action steps.
6. List the evaluation tool or tools you will use to determine if improvement has been made in instruction and in student performance. The information gathered here will let you know whether more time needs to be spent in this area.

## Section 2 – Professional Learning Sessions (or PLC) Aligned with Action Steps

1. Explain the content of the professional learning sessions or PLC and how that aligns with the action steps in Section 1.
2. List a SMART goal for teachers and indicate whether the goal relates to knowledge, attitudes, skills, aspirations, or behavior. It may relate to more than one of these.
3. Explain your role as a coach in supporting the professional learning opportunities (i.e. facilitating PLC sessions, coaching in classrooms to support content delivered in group sessions, etc.).
4. Delineate target dates for implementation of the professional learning and include a reasonable timeline.
5. Describe how follow-up and monitoring will occur.
6. List, by role, the person or people responsible for monitoring that will ensure that knowledge is transferred into practice.

Description of Implementation Paragraph – Write a clear description of how the plan will be implemented.

**End of Handout 14**

# Handout 15: Final Professional Learning Action Plan Rubric

In order for participants to pass this Bridge to Practice project, all areas must be met based on the rubric below.

Section 1 – Action Plan		
Area	Met	Not Met
Areas for Improvement	<input type="checkbox"/> Reference to data used to identify the area for improvement <input type="checkbox"/> Area is clearly delineated	<input type="checkbox"/> Data is not referenced to determine area <input type="checkbox"/> Area is not clearly defined
SMART Goal	<input type="checkbox"/> At least one goal is listed that is specific, measurable, attainable, results-focused, and time-bound <input type="checkbox"/> The goal is pertinent to students <input type="checkbox"/> The goal(s) are clearly written and comprehensible	<input type="checkbox"/> The goal is missing one or more characteristics of a SMART goal <input type="checkbox"/> The goal is not pertinent to students <input type="checkbox"/> Goal is not clearly written and comprehensible
Action Steps to Address the Goal	<input type="checkbox"/> Action steps are clearly delineated <input type="checkbox"/> Action steps are appropriate and will help teachers reach the goal <input type="checkbox"/> Action steps are detailed	<input type="checkbox"/> Action steps are not clearly delineated <input type="checkbox"/> Action steps are not appropriate for the goal and will not move teachers toward the goal <input type="checkbox"/> Action steps are vague and not detailed
Person Responsible for Monitoring Action Steps	<input type="checkbox"/> The person or people responsible for monitoring action steps are listed by name or role	<input type="checkbox"/> The person or people responsible for monitoring action steps are not listed by name or role
Process Used to Determine Effectiveness of Action Steps	<input type="checkbox"/> Tools used to determine the effectiveness of action steps are listed <input type="checkbox"/> Process used for determining effectiveness is clearly explained	<input type="checkbox"/> Tools used to determine the effectiveness of action steps are not listed <input type="checkbox"/> Process for determining effectiveness is not clearly explained
Evaluation Tool	<input type="checkbox"/> Evaluation tools are listed	<input type="checkbox"/> Evaluation tools are listed

## Section 2 – Professional Learning Opportunities Provided Aligned to Action Steps

Area	Met	Not Met
Professional Learning Topic/Content	<input type="checkbox"/> Content of professional learning sessions is clearly delineated <input type="checkbox"/> Content is aligned to goals <input type="checkbox"/> Content is aligned to action steps <input type="checkbox"/> Content will move teachers toward the goals	<input type="checkbox"/> Content of professional learning sessions is not clearly delineated <input type="checkbox"/> Content is not aligned to goals <input type="checkbox"/> Content is not aligned to action steps <input type="checkbox"/> Content will not necessarily move teachers toward the goals
SMART Goal for Teachers and Link to KASAB	<input type="checkbox"/> At least one goal is listed that is specific, measurable, attainable, results-focused, and time-bound <input type="checkbox"/> The goal is pertinent to teachers <input type="checkbox"/> It is delineated whether the goal related to knowledge, attitudes, skills, aspirations, or behavior	<input type="checkbox"/> The goal is missing one or more characteristics of a SMART goal <input type="checkbox"/> The goal is not pertinent to teachers <input type="checkbox"/> It is not delineated whether the goal related to knowledge, attitudes, skills, aspirations, or behavior
Literacy Coaches' Role	<input type="checkbox"/> The role of the literacy coach is clearly explained	<input type="checkbox"/> The role of the literacy coach is not clearly explained
Target Dates and Schedules	<input type="checkbox"/> Target dates are listed <input type="checkbox"/> Reasonable timelines are established	<input type="checkbox"/> Target dates are not listed <input type="checkbox"/> Timelines are missing or are not reasonable
Strategy for Follow-up/Monitoring	<input type="checkbox"/> Strategies for follow-up and monitoring are clearly explained  Strategies for follow-up and monitoring are reasonable and are appropriate	<input type="checkbox"/> Strategies for follow-up and monitoring are not clearly explained <input type="checkbox"/> Strategies for follow-up and monitoring are not reasonable and are appropriate
Person Responsible for Monitoring	<input type="checkbox"/> Person responsible for monitoring is delineated by name or role	<input type="checkbox"/> Person responsible for monitoring is not delineated by name or role

### Implementation Description Paragraph

Met	Not Met
<input type="checkbox"/> Person responsible for monitoring is delineated by name or role	<input type="checkbox"/> Person responsible for monitoring is not delineated by name or role

**End of Handout 15**

 **Reflect, Plan, and Implement****Post-Session Reflection, Planning, and Implementation**

**READ** Handout 16: The Tuning Protocol: A Framework for Personalized Professional Development

**DO** Complete **Self-Study 1: Reflections on Session 9**. Note any questions about the content or format of Session 9.

**WATCH** [Video 1: What is an Innovation Configuration Map](#)  
[Video 2: Example of an Innovation Configuration Map](#)

**Handout 16 on next page**

# Handout 16: The Tuning Protocol: A Framework for Personalized Professional Development

## Jess Hughes

Use this innovative, six-step approach of structured yet welcoming group discussion to invite thoughtful classroom, department, and schoolwide feedback.

*Editor's note: You'll notice British standard spelling throughout this post. It was authored by a U.K.-based educator.*

### **What Is the Tuning Protocol?**

The tuning protocol is a flexible critique tool used to gather focused feedback to aid in planning. Our tuning protocol is an adaptation of protocols from [High Tech High](#) and [Innovation Unit](#). At School 21, a London-based public school, we have used it to gather feedback in the development of a new preschool, a schoolwide professional development model, department mid-term plans, and even lesson plans.

We often use the six-step tuning protocol outlined below to help us develop our [PBL project ideas](#). There are generally three phases (or “tunings”). The first is an ideas tuning-- I present an early, nascent form, getting feedback on initial ideas and overall design. Later tunings are on the detailed plan and are used to interrogate practicalities, iron out concerns, and ensure academic rigour. As we go through the process, every single person in the tuning is contributing to my professional development and investing in my thought processes

To get started, here are tips on setting up your tuning protocol norms, as well as the six-step outline for the tuning stages.

### **Set Up Your Tuning Protocol Norms**

When you set tuning protocol norms, your group is forming a verbal contract on how to act during that period of time and giving each other permission and a checklist by which they can hold group members accountable. You're creating a set of expectations to ensure the tuning is as useful as possible. The resulting quality of conversation is far more balanced, purposeful, and sharp.

Skipping this step would be easy, partly because of the slightly awkward nature of setting rules for a conversation between adults, but when set thoughtfully and held to, the impact is significant. In highly effective tunings (and other meetings), you will hear team members check speakers against these norms if they are broken. A quick, “Soft on people, Jess,” is enough of a reminder to maintain a positive flow and to challenge the content and not the person. Or, “Make that feedback specific, Jess,” may turn a generalised comment into something genuinely informative. (See the first and second norms, below.)

Here are some of our commonly used norms:

Be hard on content, soft on people. This is an invitation to be critical, even brutal on others' ideas, asking challenging questions and picking at possible issues or questionable decisions. But it's important to frame such comments without being personal. For example, someone may say, "There is a danger that this project will repeat the skills students learned last term rather than challenging them to develop new ones, as the product appears very similar. Is this something you have considered?" I love this norm because setting it means that I'm asking other participants to really challenge me, and I'm telling them this is OK. It removes false harmony, but also reminds people to challenge my work, and not me.

Be kind, specific, and helpful. [Ron Berger's critique norms](#) are brilliantly useful within a tuning for both staff and students. We must remember that the aim of a tuning is to improve one's work, and therefore, everything we say needs to work toward this goal. Ensuring that our comments are specific and helpful—and framed in a kind way—achieves this. I think this helps us stay solutions-focused, too. For example, "This CPD [continuing professional development] model is too narrow," would be a generic criticism. A specific, solutions-focused suggestion would be, "There need to be more opportunities for staff to develop their leadership skills. Is there scope for some modules developing this or chances to explore other schools?"

Step up, step back. This "golden rule" norm reminds us to aim for a balance of voices within the critique, something that I see as vital to a well-run tuning. It reminds us all to take responsibility for balancing our own contributions, bringing ourselves and others into the conversation, and being careful not to dominate.

## The 6-Step Tuning Protocol

The tuning will be chaired by one person in the group who also keeps time for each stage (it can be anyone), ensuring that the group is on track within the allotted timeframe, and that participants are adhering to protocols and norms. This is vital to the quality of the conversation, and it's easy for people to want to cut out—don't let this happen!

The protocol can be as long or short as you need. Length will depend on what is being tuned, its stage of development, and how many people are involved. Below, I have outlined the stages for a 25-minute tuning protocol, but this can be easily lengthened or shortened, as needed.

1. Project Overview (4 minutes): As mentioned above, the tuning protocol can be used to organise meaningful feedback on any initiative. In this first step, the presenter gives an overview of his or her work, project, or idea and shares some thinking about key design principles, such as why a project has been structured in a certain way, or why an assessment or accountability measure has been included. The presenter then frames a dilemma question to guide the discussion. For example, in a recent tuning for our CPD model, the dilemma question was, "How can we encourage staff to feel enabled and skilled up to design and deliver their own CPD modules?" In an early phase of planning a project, meanwhile, a dilemma question may be, "Where would the most useful critique points in this project be?"

Participants—those listening to the presenter—are silent during this time.

2. Clarifying Questions (2 minutes): Participants ask clarifying questions of the presenter, like, "How are you planning to assess the writing skills?" or "How many meetings would each coaching team have per term?" Clarifying questions have brief, factual answers.

3. Probing Questions (3 minutes): Participants ask probing questions of the presenter, such as:

- What made you decide to select that grounding text for this project?
- Does it meet the literacy needs of your students?
- How does your project design sit with [Willingham's thinking](#) on memory and retention?
- How will you hold staff accountable when they are conducting independent research as their CPD?

Probing questions help the presenter expand his or her thinking about the dilemma. Avoid questions which are advice in disguise, such as, "Why don't you think about swapping that text for something more challenging?"

4. Discussion (10 minutes): Participants discuss the work that has been presented and explore solutions to the presenter's dilemma question. Participants should direct their comments to each other, not the presenter. During this time, the presenter physically removes him- or herself from the group, is silent, and takes notes. This encourages the participants to speak openly and engage in authentic conversation about the work and dilemmas; it also forces the presenter to listen without responding and influencing the direction of the discussion.

For the participants, it is helpful to begin with what went well ("WWW"), such as, "I like the flexibility this model offers," or "I love this product. It feels like a real progression for these students and clearly builds on the work they did last term on non-fiction writing."

Participants can then take a more critical analysis of the work and focus on the dilemma question. This often means people airing their concerns, such as, "I feel we need more opportunities to develop our leadership, as well as classroom teaching, and at present, this model doesn't offer this. I'd like to see several modules offered looking at leading teams, models of leadership, etc." or "I think there is real opportunity to find out what a brilliant exhibition could look like from an authentic audience. For example, surveying them about what they would or would not want to see."

5. Reflection (3 minutes): Participants are silent during reflection, and the presenter has the opportunity to respond to the discussion. The presenter then feeds back briefly what he or she heard from the discussion and describes what the next steps will be. This is a brief summary, such as, "What I heard was that you really liked the authenticity of this mid-term plan, and the fact that students are writing for a real purpose. You were worried about how I have balanced the reading exam requirements within this plan. I need to work with the mark schemes [grading] to ensure I'm clear on what the exam wants and then make sure this plan reflects that."

6. Debrief (3 minutes): The group debriefs the process, reflecting on how successfully they adhered to the discussion norms.

**End of Handout 16**



Questions?



**We have completed  
Session 9**

## Self-Study 1: Reflections on Session 9 - Developing and Implementing a Professional Learning Action Plan and Analyzing and Evaluating School, Teacher, and Student Outcomes

**Directions:** Think about the content of Session 9 and complete the reflection sheet below.

1. Share some of insights that you gained from reviewing Handout 16, the article *The Tuning Protocol: A Framework for Personalized Professional Development*.

2. Once you develop and implement your professional learning plan, how can you ensure sustainability?

3. What was most helpful to you in Session 9?

4. What comments or questions do you have about Session 9?