

Sample Tiering Criteria

	<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3</i>	<i>Considerations</i>
<i>Criteria</i>	<p>Walkthrough trends are evident most of the time on all look-fors.</p> <p>Trends of student assessment data meeting or exceeding schoolwide proficiency.</p>	<p>Walkthrough trends are sometimes evident on most look-fors.</p> <p>Trends of student assessment data is within 10% of schoolwide proficiency.</p>	<p>Walkthrough trends are usually not evident on multiple look-fors.</p> <p>Trends of student assessment data is <10% of schoolwide proficiency.</p>	<ul style="list-style-type: none"> • Tier supports, not teachers • Tiering is fluid and flexible • Adjust tiers frequently • Tier based on qualitative and quantitative data
<i>Supports</i>	<ul style="list-style-type: none"> • Common Standards-Based Planning • Targeted feedback from admin and coaches 	<ul style="list-style-type: none"> • Coaching support at least once a week • PD specific to need • Peer observation 	<ul style="list-style-type: none"> • Coaching Cycle with a targeted focus based on walkthrough trends • Coaching at least three times a week • Additional opportunities for planning 	<div><i>Tier 3</i> T1 + T2 + T3 Support</div> <div><i>Tier 2</i> T1 + T2 Support</div> <div><i>All</i> teachers receive <i>Tier 1</i> Support</div>

Benchmark: ELA.3.R.2.1 Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

Intended Learning: [Unit 1, Week 2, Day 1] Students will practice identifying cause and effect.

<i>Look-Fors</i>	<i>Definitions</i>
<input type="checkbox"/> Teacher provides explicit instruction aligned to the benchmark and intended learning	Teacher presents content clearly and directly through the use of modeling, demonstration, a clear visual, and/or examples to show the specific application of content, concept, or skill
<input type="checkbox"/> Teacher provides task aligned to the benchmark and intended learning	Students are released to apply learning independently to demonstrate mastery toward the benchmark
<input type="checkbox"/> Teacher asks questions to deepen understanding of the intended learning	Teacher utilizes planned questions to assess learning of all students and inform instruction
<input type="checkbox"/> Teacher provides students with opportunities to collaborate	Teacher implements a structure for student discussion aligned to the benchmark and intended learning



Sample Accelerated Coaching Plan

Modified Coaching Cycle - 2 weeks

Coaching Considerations

Teacher Name: Beckett

Coaching Focus: Questioning

Goal: Increase use of higher order questioning aligned to the intended learning

1. **Feedback** - Meet face-to-face to reflect with the teacher on the use of questioning during 9/1 lesson.
2. **Co-Planning** - Annotate higher order questions in TE together, discuss expected student responses. Coach and teacher will practice the lesson - coach will ask questions, teacher will act as a student.
3. **Modeling** - Coach will model implementation of higher order questions from TE, teacher will observe using note catcher with coaching questions to guide connections [timing of lesson, questioning and student responses] and debrief.
4. **Feedback** - The teacher will share planned questions and anticipated student responses to receive feedback.
5. **Observation** - Coach will observe and record teacher implementation of questions as intended.
6. **Feedback** - Follow-up conversation to discuss coach observation notes and teacher reflection on recorded lesson, determine next steps.

- ☐ One goal/focus that is actionable and observable
- ☐ Time for collaborative planning and explanation of the strategy
- ☐ Multiple opportunities for teachers to “see” or observe the instructional practice in action
- ☐ Variety of coaching methods with effective use
- ☐ Built in practice opportunities with feedback
- ☐ Time included for reflection

<i>Teacher Support Log</i>					
<i>Coach</i>	<i>Date</i>	<i>Type of Interaction</i>	<i>Coaching Focus (Look-for)</i>	<i>Notes/ Bite-Sized Action Step</i>	<i>Follow-Up Support</i>
SBC	9/2	Feedback	Questioning	Discussed the need to increase higher order questioning aligned to the intended learning based on observation data and walk trends. <i>Bite-sized action step: T will pre-read Lesson 7 prior to co-planning meeting with the lens of connecting the content and intended learning.</i>	Annotate higher order questions in TE together and discuss expected student responses.
SBC	9/3	Co-Planning	Questioning	T struggled to identify aligned higher order questions within TE. We color coded higher order questions vs. scaffolding questions and discussed anticipated student responses and then rehearsed the lesson.	Model implementation of planned questions and adjustments based on student responses.
SBC	9/6	Modeling	Questioning	Modeled planned lesson. T used note-taker during modeling. During debrief, T described the intentionality of the timing of questions and how adjustments were made based on student responses in order to reach aligned higher order questions. <i>Bite-sized action step: T will annotate Lesson 8 and share higher order questions and anticipated student responses prior to implementation.</i>	Provide feedback to planned questions and anticipated student responses.
SBC	9/9	Feedback	Questioning	T provided questions for the upcoming lesson that were lower level scaffolding questions. We went through the lesson together to adjust and put emphasis on aligned higher order questions. <i>Bite-sized action step: T will rehearse the lesson and planned questions.</i>	Observe and record video of lesson with implementation of planned questions.