



Manual for Instructional Coaches

Please visit www.aimcoaching.org.

Preferred Citation: Wexler, J., Swanson, E., Shelton, A., Reutebuch, C., Hogan, E., & Payne, S. B. (2021). AIM Coaching Manual. College Park Maryland: University of Maryland.

This work is supported by the Institute of Education Sciences, U.S. Department of Education (grant R324A200012) and the Office of Special Education Programs, U.S. Department of Education (model demonstration H326M200015) to University of Maryland and The University of Texas at Austin. The opinions expressed are those of the authors and do not represent the views of the U.S. Department of Education.

Table of Contents

Chapter I: AIM Coaching Overview.....	3
Chapter II: AIM Coaching in Three Stages	5
Stage 1.....	5
Coaching Support.....	6
Plan Session.....	6
Support Session	6
Reflect Session	8
Check-Ins	8
Collecting Information.....	9
Progress Monitoring Stage	10
Consider Skill.....	10
Consider Will	11
Determine the Support Level	12
Plan for Stage 2	12
Common Issues During the Progress Monitoring Stage	16
Stage 2.....	18
Collecting Information.....	20
Chapter III: High Skill.....	21
Professional Learning Communities (PLCs): Nurturing Teacher-Leaders.....	21
Video Self-Reflection	22
Chapter IV: Low Skill + High Will	24
Approach 1: Increased Dosage.....	24
Approach 2: Stage 1 Plus 1.....	25
Peer Observations	25
Professional Learning Communities (PLCs)	26
Video Reflection	26
Chapter V: Low Skill + Low Will.....	28
Peer-Based Targeted Interventions.....	28
Peer Observations	29
Professional Learning Communities (PLCs)	29
Professional Spotighting.....	30
Public Praise	30
Mini-Leadership Opportunities.....	31
References.....	32
Appendices.....	33

Chapter I: AIM Coaching Overview

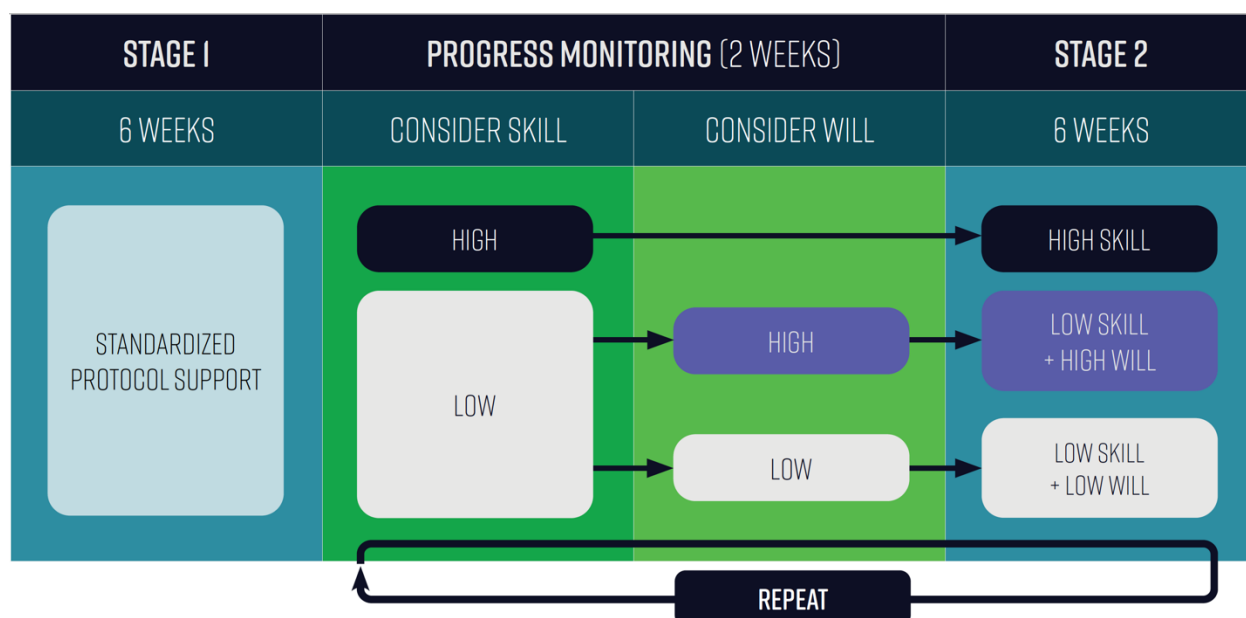
AIM Coaching is a model that instructional coaches can use to provide teachers with ongoing professional development (PD) to support a school-wide literacy model that promotes students' literacy development and content knowledge across content areas. The AIM Coaching process (Figure 1) consists of three stages:

1. **Stage 1** lasts 6 weeks and all teachers receive standardized protocol support.
2. The **Progress Monitoring Stage** lasts 2 weeks. This is a time for coaches to reflect on data to prepare for Stage 2.
3. **Stage 2** lasts another 6 weeks and features coaching activities that align with teacher needs.

For the remainder of the school year, AIM Coaching continues by alternating between the Progress Monitoring Stage and Stage 2.

Figure 1

AIM Coaching Process



What instructional practices are the focus of AIM Coaching? What are teachers learning?

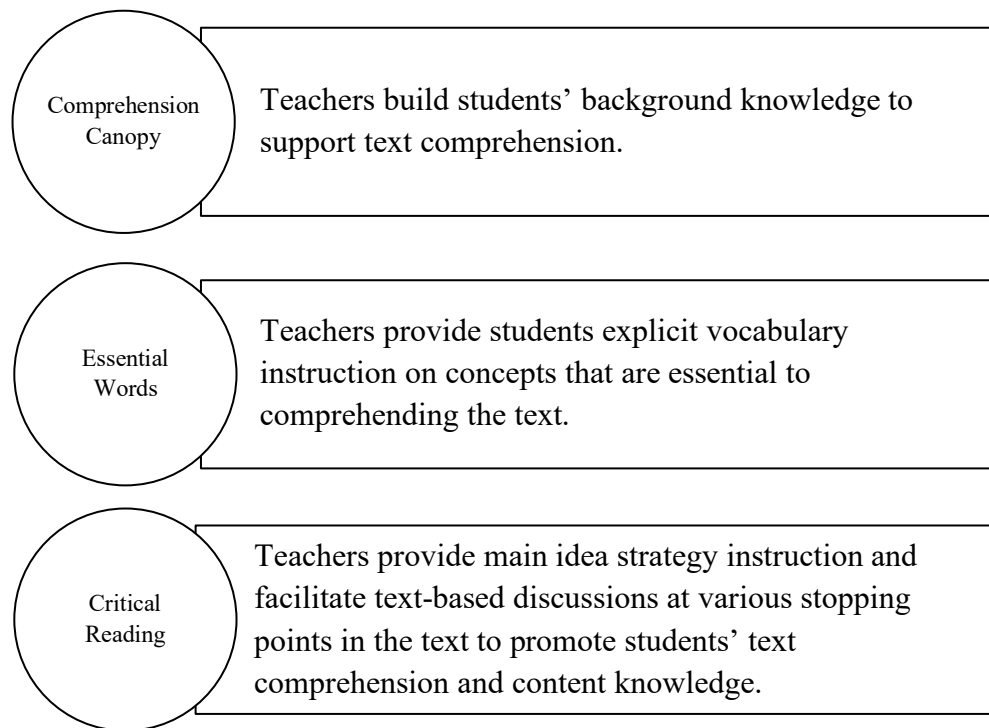
AIM Coaching is currently linked to Promoting Adolescents' Comprehension of Text (PACT) Plus (see Figure 2). For more information on PACT, visit www.aimcoaching.org.

PACT

- is evidence-based;
- contains a set of vocabulary and comprehension practices;
- is for all secondary content-area teachers; and
- has been proven to promote students' literacy skills and content knowledge.

Figure 2

PACT Practices



Chapter II: AIM Coaching in Three Stages

The greatest student benefit comes when PACT is implemented as it was designed (Vaughn et al., 2015). For this reason, the goal of AIM Coaching is to support PACT implementation so that it is implemented with high levels of fidelity.

Stage 1

What is the purpose of Stage 1?

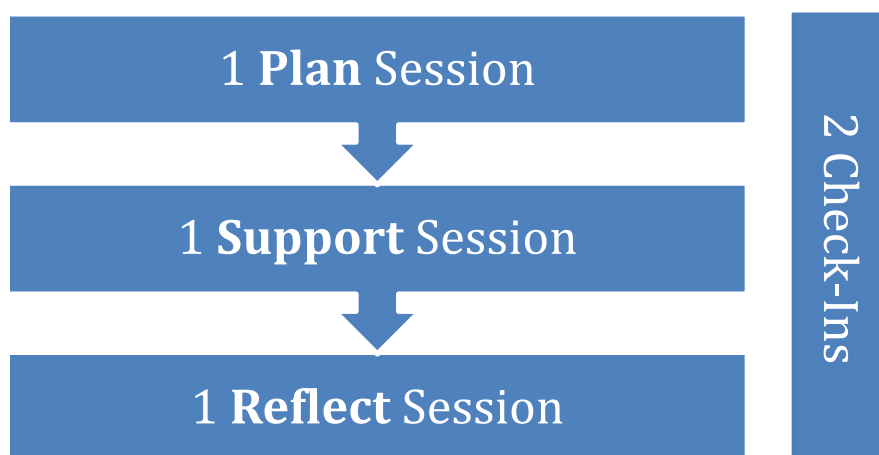
The purpose of Stage 1 is for all teachers to receive systematic, ongoing support so that they learn to implement PACT with high **fidelity of implementation**.

What is the procedure for Stage 1?

Coaching Support. During Stage 1, the coach provides **standardized protocol support**—the same type and amount of coaching support to all teachers. Across the span of six weeks, the coach leads each teacher through the plan-support-reflect coaching sequence one time coupled with 2 additional check-ins along the way (see Figure 3).

Figure 3

Plan-Support-Reflect Coaching Sequence with Check-Ins



Collecting Information. During Stage 1, the coach also collects information on teachers' fidelity to PACT and their collaborative effort.

Coaching Support

Plan Session

Format: In person or virtual

Purpose:

- To assist the teacher in planning a PACT lesson for an upcoming support session
- To determine what support the teacher needs to implement PACT with high fidelity
- To set expectations for the upcoming support session

Directions:

1. Choose a topic for a PACT lesson. The coach may help the teacher plan the lesson by choosing appropriate text, choosing what to provide background knowledge on (i.e., Comprehension Canopy), identifying an essential word, or planning classroom procedures.
2. Ask the teacher to identify a goal for the upcoming support session. Goals can vary depending on the teachers' needs. For example, the teacher might want to improve their implementation of a specific element of Comprehension Canopy or improve their classroom management during partner reading (in Critical Reading).
3. Determine the coach's role during the upcoming support session. Will the teacher need the coach to model the lesson, co-teach the lesson, or assist the teacher's instruction (see Support Session below for details)? This might depend on the teacher's goal.

Support Session

Format: In person inside the classroom

Purpose:

- To provide the teacher with support during a PACT lesson
- To support the teacher's understanding and implementation of PACT

You have three options for support sessions. You may choose one or a combination of the following options based on the teacher's needs.

1. **Model** a lesson **for** the teacher.
2. **Co-teach** a lesson **with** the teacher.
3. **Assist** the teacher's lesson.

Model

Purpose:

- To demonstrate to the teacher what a high-fidelity PACT lesson looks and sounds like
- To support a teacher who feels uncertain implementing PACT as designed

Directions:

1. Use the plan session to determine what part(s) of the lesson to model, based on teacher need.
2. While the coach models the lesson or portion of the lesson, ask the teacher to observe with a purpose in mind. The purpose should align with the goal set during the plan session. See Appendix A.1 for an observation form.
3. During any parts of the lesson the teacher leads, rate the teacher's fidelity of PACT implementation using the PACT implementation fidelity checklist that is a part of the Stage 1 log (Appendix A.2).

Co-Teach

Purpose:

- To provide guided practice by merging the coach's PACT expertise with the teacher's content expertise.
- To support a teacher who feels generally comfortable implementing a PACT lesson but needs some help with aspects of lesson implementation (e.g., pacing, classroom management, or student engagement).

Directions:

1. During the plan session, the coach and teacher determine who will lead each component of the co-taught PACT lesson. Before the lesson begins, quickly review the plan.
2. Explain to the students that the lesson will be co-taught. Sometimes, their teacher will lead a part of the lesson. Other times, the coach will. The expectation is that all students will participate no matter who is leading the lesson.
3. During parts of the lesson the teacher leads and to the extent possible, rate the teacher's fidelity of PACT implementation using the PACT implementation fidelity checklist that is a part of the Stage 1 log (Appendix A.2).

Assist

Purpose:

- To observe a teacher's PACT lesson and assist the teacher on an as-needed basis

- To support a teacher who feels comfortable implementing PACT but may need on-the-spot assistance with minor aspects of a lesson (e.g., managing materials, monitoring students)

Directions:

1. Use the plan session to establish expectations for offering and requesting on-the-spot assistance.
2. During the PACT lesson, rate the teacher's fidelity of PACT implementation using the PACT implementation fidelity checklist that is a part of the Stage 1 log (Appendix A.2).

Reflect Session

Format: In person or virtual

Purpose:

- To reflect on a teacher's PACT implementation
- To provide the teacher with feedback following the support session

Suggestions:

1. Ask questions such as:
 - What did you notice about your students during the lesson?
 - What part(s) of the lesson went well? How do you know?
 - What part(s) of the lesson came easy to you? What was difficult?
2. When applicable, use a Criteria for Success checklist (see Appendix A.3) to provide the teacher with feedback to improve future PACT implementation.
3. Help the teacher identify a goal for future PACT implementation.

Check-Ins

Throughout Stage 1, the coach will also check-in with each teacher two times. The purpose of a check-in is to encourage teachers' active engagement in PACT and AIM Coaching and to provide additional help beyond standardized protocol support. See Table 1 for examples of check-ins.

Table 1*Check-In Menu*

Check-In Options	Example
Praise: The coach provides a teacher with specific praise related to PACT implementation.	“You did a great job pairing students strategically for partner reading in our plan session. I’m looking forward to seeing how it goes during our support session in 3 rd period on Thursday!”
Question: The coach asks the teacher a question along with an offer of support.	“How did the students in 5 th period do with the text we picked? Do you need me to help you locate a new one for your next topic?”
Resource: The coach provides a resource to support a teacher’s implementation of PACT.	“In our reflect session last week, we talked about ways to increase student engagement during Critical Reading. I found a resource on this exact topic that I think might be helpful to review. Let me know if you have any questions or want to talk about it!”

Collecting Information

During Stage, 1 the coach collects information that will be used to tailor future coaching activities to meet each teacher’s needs. Two types of information are helpful: information on collaborative effort and information on fidelity of implementation.

Collaborative Effort

At the end of each week during Stage 1, the coach will consider each teacher’s collaborative effort in AIM Coaching activities. Collaborative effort is defined as the teacher’s willingness to participate and engage in AIM Coaching and PACT. See Appendix A.4 for a list of sample indicators of collaborative effort.

Fidelity of Implementation

At the end of Stage 1, the coach will conduct a formal fidelity check with each teacher. The purpose of the formal fidelity check is to determine the teacher’s ability to teach a PACT lesson as designed and without any support from the coach. During the PACT lesson, the coach will observe and rate the teacher’s fidelity of implementation using the PACT implementation fidelity checklist. Afterwards, the coach will conduct a reflect session to discuss the lesson with the teacher and provide the teacher with feedback. For more information on fidelity checks (including the PACT implementation fidelity checklist) and the Stage 1 log, see Appendix A.2.

Progress Monitoring Stage

What is the purpose of the Progress Monitoring Stage?

The purpose of the Progress Monitoring Stage is for the coach to identify differentiated support to meet each teacher's needs (during Stage 2) based on data from the previous stage. Tools for the Progress Monitoring Stage are found in Appendix A.5.

During the two-week Progress Monitoring Stage, the coach reflects on fidelity and collaborative effort data to determine each teacher's support level. If the coach needs more information about a teacher's needs, the coach can administer the Diagnostic Coaching Tool (see Appendix A.6). Additionally, the coach can conduct Stage 2 meetings to help select appropriate Stage 2 activities for teachers.

What are teachers doing during the Progress Monitoring Stage?

During this 2-week period, teachers continue implementing PACT in their classes. However, coaching support will not be provided unless requested.

What is the procedure for determining the differentiated support each teacher should receive during Stage 2?

1. Review teachers' fidelity scores to identify whether they demonstrated High Skill or Low Skill.
2. Review the collaborative effort scores of teachers who demonstrated Low Skill to identify whether they demonstrated High Will or Low Will.
3. Identify each teacher's **support level** (i.e., High Skill, Low Skill + High Will, or Low Skill + Low Will) —the type of differentiated support each teacher needs during the upcoming Stage 2.
4. Plan for Stage 2.

Consider Skill

The coach collected information regarding each teacher's fidelity of implementation during the previous stage's formal fidelity check. Ideally, during the formal fidelity check, the coach was able to observe the teacher's implementation of all three PACT practices (i.e., Comprehension Canopy, Essential Words, and Critical Reading). If this is the case, during the Progress

Monitoring Stage, the coach will calculate the average fidelity score across the three PACT practices.

If the coach was unable to observe a teacher's implementation of the three practices, the coach will simply use the data available. For instance, if the coach only observed one practice (e.g., Critical Reading), the coach will consider that one fidelity score. If the teacher observed two practices (e.g., Comprehension Canopy and Essential Words), the coach will calculate the average of the two scores. For more information on fidelity checks, see the PACT Implementation Fidelity Checklist that is a part of the Stage 1 log (Appendix A.2).

The coach will use this score to determine each teacher's skill level—either High or Low Skill. The table below lists the average fidelity score range that aligns with each skill level. For example, a teacher whose average fidelity score is 3.7 demonstrated High Skill.

The coach will record each teacher's fidelity score (either an average or single score), any relevant anecdotal information, and their skill level in the Progress Monitoring log (see Appendix A.5).

Table 2

Skill Breakdowns

Skill Level	Average Fidelity Score Range
High Skill	3.5-4.0
Low Skill	≤3.4

Occasionally, a fidelity score, by itself, is not indicative of PACT teaching skill. For this reason, *coaches can override a teacher's average fidelity score using anecdotal information.*

Consider Will

The coach rated each teacher's collaborative effort on a weekly basis during the previous stage. Therefore, the next step of the Progress Monitoring Stage is for the coach to calculate the average collaborative effort score *for teachers with Low Skill only.*

The coach uses this score to determine each teacher's will level—either High Will or Low Will. The table below lists the average collaborative effort score range that aligns with High Will or

Low Will. For example, a teacher whose average collaborative effort score is 2.3 demonstrated Low Will.

Table 3

Will Breakdowns

Will Level	Average Collaborative Effort Score Range	Note
High Will	2.5-4.0	Occasionally, a collaborative effort score, by itself, is not indicative of a teacher's willingness to work with the coach. For this reason, <i>coaches can override a teacher's average fidelity score using anecdotal information.</i>
Low Will	≤ 2.4	

Occasionally, a collaborative effort score, by itself, is not indicative of a teacher's willingness to work with the coach. For this reason, *coaches can override a teacher's average fidelity score using anecdotal information.*

The coach will record each teacher's average collaborative effort score, any relevant anecdotal information, and their will level in the Progress Monitoring log (Appendix A.5).

Determine the Support Level

Using both fidelity and, if required, collaborative effort information, the coach will determine each teacher's support level. As you can see in Figure 1 (page 3), the three support levels are:

- High Skill
- Low Skill + High Will
- Low Skill + Low Will

The coach will indicate each teacher's support level on the Progress Monitoring log.

Plan for Stage 2

The purpose of Stage 2 is for the coach to provide differentiated support for teachers based on their strengths and areas for improvement. Therefore, during the Progress Monitoring Stage, the coach selects one or two **Stage 2 activities** to support each teacher based on their support levels and any DCT data available.

What is the procedure for selecting a Stage 2 activity?

- 1) Review available data (e.g., Progress Monitoring log).
- 2) Identify 1-2 Stage 2 activities that may address teacher needs (see Chapter 3 for Stage 2 activities).

AIM Coaching includes a variety of Stage 2 activities designed to meet the needs of teachers with varying levels of skill and will (see Table 4).

Table 4

Stage 2 Activities

Support Level	Stage 2 Activities	Where to Find More Information
High Skill	Professional Learning Communities: Nurturing Teacher Leaders Video Self-Reflection	Chapter III
Low Skill + High Will	Increased Dosage Stage 1 Plus 1, including: <ul style="list-style-type: none"> • Peer Observations • Professional Learning Communities • Video Reflection 	Chapter IV
Low Skill + Low Will	Peer-Based Interventions <ul style="list-style-type: none"> • Peer Observations • Professional Learning Communities Professional Spotighting <ul style="list-style-type: none"> • Public Praise • Mini-Leadership Opportunities 	Chapter V

What if the coach needs more information than fidelity and collaborative effort provide?

Sometimes, coaches need more information to pinpoint the Stage 2 activities that would best support each teacher. If this is the case, the coach may administer the Diagnostic Coaching Tool (DCT) to teachers with Low Skill to collect additional information.

DCT. The DCT is a survey that measures factors shown to affect teachers' participation in professional learning activities (Kwakman, 2003). Learning more about these factors may help the coach determine potential reasons for teachers' low skill and/or low will and ultimately select Stage 2 activities to address these reasons. The survey items seek teachers' perceptions regarding:

- PACT (e.g., I have the knowledge and skills I need to implement PACT as designed)
- AIM Coaching (e.g., It is easy for me to participate in AIM Coaching as designed)
- School support (e.g., I have the support I need from administrators to implement PACT as designed)

Teachers rate each item on a scale of 1 (strongly disagree) to 5 (strongly agree). Teachers can also elaborate on any of their ratings and provide additional feedback that may help the coach provide differentiated support during Stage 2.

The DCT and procedures for using it to plan for Stage 2 are in Appendix A.6.

Stage 2 Meeting: The coach can conduct a virtual or in-person Stage 2 meeting to collect *even more* information that will help them select the best Stage 2 activities for each teacher. Specifically, this conversation allows the coach to:

- Ask clarifying questions, including questions regarding teachers' responses on the DCT. For example, if a teacher reported disagreeing with the statement *I am motivated to implement PACT in my classes*, it may be helpful for the coach to ask the teacher what is contributing to their lack of motivation. The coach can use this information, in addition to information already collected, to identify 1-2 Stage 2 activities for the teacher (and in collaboration with the teacher).
- Brainstorm with the teacher to select Stage 2 activities for the teacher to engage in. Brainstorming is particularly helpful if the coach has difficulty pinpointing these activities independently. For example, there are several Stage 2 activity options for a teacher with Low Skill + High Will who indicates that they do not have the knowledge and skills they need to implement PACT as designed. The coach can meet with the teacher to identify only one or two Stage 2 activities for the teacher.

Ideally, the coach could collaborate with all teachers to identify Stage 2 activities. However, due to time constraints (for both the coach and teachers), this may not be feasible or even possible. Therefore, we recommend that Stage 2 meetings are conducted ***only if they are absolutely necessary*** to select Stage 2 activities for a particular teacher.

How should the coach recommend Stage 2 activities to teachers?

The Progress Monitoring Stage is only two weeks long and is a time for the coach to review data and make Stage 2 decisions. This leaves little time for extra meetings, so we encourage coaches to make Stage 2 recommendations in the most efficient way possible.

Email: You may choose to recommend teachers for specific Stage 2 activities via email. When sending this email, it is important to use teacher-appropriate language that is considerate of the sensitive topics involved in AIM Coaching (i.e., skill and will).

Meeting: You may choose to meet with teachers individually or in a group to make your recommendations. This includes recommending specific Stage 2 activities at the end of a Stage 2 meeting. Give the meeting careful thought about how to present the potentially sensitive topics involved in AIM Coaching.

Whether hosting a meeting or communicating by email, coaches can follow this 4-step procedure when making their recommendations:

1. Explain that you want to provide the teacher with the opportunity to participate in a different type of activity for the upcoming coaching stage.
2. Introduce the Stage 2 activity as an activity that would be helpful for the teacher.
3. Ask the teacher if they are willing to participate in the activity or if they would like to brainstorm alternate options with you.

Table 5 below shows some examples of how coaches can recommend Stage 2 activities to teachers via email.

Table 5

Sample Emails for Stage 2 Recommendations

Skill Level	Sample Email to Teachers
High Skill	<i>I am planning some new coaching activities that I think you'll like for the next few weeks. Because you implemented your last PACT lesson with high fidelity and quality, if you're willing, I think it would be great for you to lead a Professional Learning Community focused on PACT implementation. Let me know if that sounds interesting to you.</i>
Low Skill and Completed the DCT	<i>I am planning some new coaching activities that I think might be better suited to what you might enjoy and find helpful. You indicated on the DCT that your students' behavior is not good enough to allow you to implement PACT. Based on that, I would like to invite you to participate in a Professional Learning Community focused on classroom management. We'll gather several teachers from across the school to learn more about classroom management and share ideas that work for different teachers. Let me know if that works for you or if you'd like for us to brainstorm other options.</i>

Low Skill and Did Not Complete the DCT	<i>I am planning some new coaching activities that I think will help support PACT in our school. After your last PACT lesson, we discussed how one of the challenges to your implementation was students' behavior. A group of us is starting a Professional Learning Community focused on classroom management. We'll gather several teachers from across the school to learn more about classroom management and share ideas that work for different teachers. Let me know if that works for you or if you'd like for us to brainstorm other options.</i>
--	---

Sometimes the teacher disagrees with the recommendation, requiring the coach and teacher to brainstorm alternate Stage 2 activity options. That's okay! If this happens via email, it is best to schedule an in-person or virtual meeting to have a more efficient conversation.

Once the coach confirms the Stage 2 Activities that each teacher will participate in, the coach should work on a coaching schedule to deliver Stage 2 activities.

Common Issues During the Progress Monitoring Stage

What if a teacher can't or won't complete the DCT? What if a teacher can't or won't participate in a Stage 2 meeting?

Both the DCT and the Stage 2 meeting are designed to help coaches find the best ways to support teachers. However, in some cases, a teacher might be unwilling or unable to complete the DCT or participate in a Stage 2 meeting. In this case, the coach uses the information available to them as well as their clinical judgment to select 1-2 Stage 2 activities independently. Keep in mind, however, that there may be Stage 2 activities that are not appropriate to recommend without the teacher's input. For example, the coach should probably not recommend a Professional Learning Community for a Stage 2 activity without knowing the teacher's availability.

How can I get all of this done in two weeks?

Managing your time during the Progress Monitoring Stage is critical. There is a lot to do in a short amount of time, but with planning and time on task, you can do it! Here are some tips:

1. Communicate your need for uninterrupted work time with school administration. Explain what your job will entail during the Progress Monitoring Stage and ask to be released from excessive meeting requirements. Ask your principal (or another designated leader) for support. For example, you may ask her to help you collect the DCTs from teachers.
2. Plan your weeks carefully to make sure you can get everything done. Table 6 shows a sample schedule for the Progress Monitoring stage.

Table 6*Sample Schedule for Progress Monitoring Stage*

Week 1		
	Morning	Afternoon
Monday	Distribute the DCT to all teachers with a cover note attached (assuming the DCT was not administered soon after formal fidelity checks). Ask that it be returned or submitted by noon Tuesday.	Review all teachers' average fidelity scores and the average collaborative effort scores of teachers with low skill to determine each teacher's support level.
Tuesday	Continue to review all teachers' average fidelity scores and the average collaborative effort scores of teachers with low skill to determine each teacher's support level.	<p>Begin reviewing the DCT results and selecting Stage 2 activities for each teacher.</p> <p>Email teachers with Stage 2 recommendations. Prioritize emailing teachers with High Skill if you plan to include them in any leadership activities (i.e., Peer Observations or Professional Learning Communities) to find out if they are interested in these opportunities during Stage 2.</p> <p>Meanwhile, a designated administrator can collect the DCT from teachers who did not complete them on time.</p>
Wednesday	Continue reviewing the DCT results and selecting Stage 2 activities for each teacher. Email teachers with Stage 2 recommendations.	Ask teachers you want to meet with in person or virtually to sign up for a 15-minute Stage 2 meeting with you. Remember this is <i>only</i> if you need to collect additional information from teachers.
Thursday	Given the Stage 2 activities you selected for teachers, draft a plan for the next six weeks. Based on teachers' availability, when will you hold professional learning community meetings? When can teachers with high skill be observed for peer observations? Get these things written on your calendar so that you can plug in more individual activities when you meet with teachers.	
Friday	Conduct Stage 2 meetings with teachers.	

Week 2		
	Morning	Afternoon
Monday	Continue conducting Stage 2 meetings with teachers.	
Tuesday	Schedule Stage 2 activities involving teachers with High Skill.	
Wednesday	Schedule Stage 2 activities for teachers with Low Skill + High Will that do not involve teachers with High Skill.	
Thursday	Continue scheduling Stage 2 activities for teachers with Low Skill + High Will that do not involve teachers with High Skill.	
Friday	Schedule Stage 2 activities for teachers with Low Skill + Low Will that do not involve teachers with High Skill.	

Stage 2

What is the purpose of Stage 2?

The purpose of Stage 2 is to provide teachers with individualized support in a way that meets each teacher's instructional needs and helps the coach use their time efficiently.

What is the procedure for Stage 2?

1. Carry out the Stage 2 activities over the next six weeks.
 - a. Prioritize activities for teachers that demonstrate Low Skill + High Will.
 - b. Facilitate activities for teachers that demonstrate High Skill or Low Skill + Low Will.
2. Conduct two check-ins with each teacher.
3. Rate each teacher's collaborative effort at the end of each week.
4. Conduct a formal fidelity check towards the end of Stage 2.

How much time should a coach dedicate to teachers within each support level during Stage 2?

It is important that coaches always keep the ultimate goal of AIM Coaching at the forefront of their work. The goal is to deliver ongoing differentiated support for all teachers in a school to create a schoolwide literacy model in which all teachers implement the PACT practices in order to improve student outcomes.

AIM Coaching was designed in response to a number of challenges inherent in implementing a school-wide literacy model, including

- large numbers of teachers

- teachers' varying levels of skill and will
- limited coaching time

With these challenges in mind, coaches will need to decide how they can get the 'biggest bang for their buck' in moving an entire school full of teachers towards a schoolwide literacy model. In other words, coaches must determine how to utilize their time in order to maximize the effectiveness of the ongoing support they provide teachers. AIM Coaching helps facilitate time management.

Within AIM Coaching, coaches spend **approximately 80% of their time during Stage 2 dedicated to activities that address the needs of teachers who demonstrate Low Skill + High Will**. These are the teachers who likely: (a) need a little nudge to improve their skill, (b) display willingness to engage with the coach, and (c) believe that the PACT practices are beneficial to their students. This combination of Low Skill + High Will likely makes this time well spent for both the teacher and the coach.

We suggest that coaches dedicate the remaining **20% of their time with teachers demonstrating High Skill and those demonstrating Low Skill + Low Will**. These teachers benefit from options for Stage 2 activities that are powerful but not time consuming for these teachers or the coach.

High Skill 10%	Low Skill + High Will 80%	Low Skill + Low Will 10%
-------------------	------------------------------	--------------------------------

Regardless of the Stage 2 activities selected, the coach continues to conduct two check-ins with each teacher during Stage 2 (review Table 1 on page 9 for examples of check-ins).

Collecting Information

Collaborative Effort

The coach also continues to rate the collaborative effort of each teacher on a weekly basis. Note that teachers may demonstrate collaborative effort differently in Stage 2 because the activities they engage in may be different than Stage 1 activities. Therefore, the coach should consider other ways that teachers can demonstrate collaborative effort during Stage 2. For example, Stage 2 collaborative effort may include scheduling (and attending) peer observations instead of scheduling plan, support, and reflect sessions with the coach. You can brainstorm other ideas for Stage 2 collaborative effort and jot them down in Appendix A.4.

Fidelity Check

Near the end of Stage 2, the coach conducts a formal fidelity check of each teacher's PACT implementation. The coach will use the data from this fidelity check to reevaluate the teacher's skill during the next Progress Monitoring Stage.

What happens after Stage 2 ends?

Stage 2 lasts six weeks. After the six weeks have ended and the coach conducts formal fidelity checks for all teachers, the coach pauses coaching support and returns to the Progress Monitoring Stage. After this Progress Monitoring Stage, the coach enters another round of Stage 2. Thus, for the remainder of the year, the coach cycles between a Progress Monitoring Stage and Stage 2. All forms related to Stage 2 (including the Stage 2 log) can be found in Appendix A.7.

Chapter III: High Skill

Teachers with High Skill have demonstrated their ability to implement the PACT practices with high fidelity as indicated by high scores on the PACT Implementation Fidelity Checklist. They no longer need standardized protocol support, which they received during Stage 1. Therefore, **all High Skill teachers receive less coaching support during Stage 2.** In reducing their support for High Skill teachers, coaches can dedicate more time to other teachers who need more support.

It is possible, however, that teachers with High Skill want to continue their own development as an educator and may be ready to take on more of a leadership or mentoring role with their peers to contribute to their school's effort to build a school-wide literacy model in which all teachers implement the PACT practices. Thus, the Stage 2 activities in this chapter are reflective of teachers' established high skill and designed to capitalize on their willingness to further their own professional growth. At the same time, these Stage 2 activities do not require the coach to provide targeted support to the teacher. This allows the coach to spend more time supporting teachers who have not yet reached a high level of skill. Next, we provide a menu of Stage 2 activities for teachers with High Skill.

Professional Learning Communities (PLCs): Nurturing Teacher-Leaders

In PLCs, teachers are organized into groups often by grade or content area. The intention of PLCs is for teachers to work and grow together through conversations and activities. There are many possible topics that teachers and coaches can focus on during a PLC session. For example, teachers and coaches can co-plan lessons, reflect on previous PACT lessons, analyze student data and select instructional materials to target students' needs, and share resources. The topic of each PLC session should be driven by the needs of the teachers. Ideally, topics should be applicable for all members of the PLC.

Consider inviting a teacher with High Skill to lead a PLC session. It is a wonderful opportunity to take on a leadership role in an effort to encourage peers' successful

implementation of the PACT practices. They may lead a PLC with their coach, plan a PLC session, or offer input on PLC session topics by gathering information from their peers.

One of the premises behind AIM Coaching is to be mindful of the resources that a coach has to support an entire school of teachers. Therefore, AIM Coaching prioritizes a coach's time and energy during Stage 2 by focusing on supporting teachers with lower skill to improve their implementation of the PACT practices. Although it might take a coach some extra time to co-plan PLC sessions with a teacher who demonstrates High Skill, this investment could greatly benefit teachers with Low Skill participating in the PLC. In other words, some teachers with Low Skill might benefit from peer-based targeted interventions as much as (if not more than) they would from their coach. For this reason, we consider the time it will take the coach to support the teacher-leader in facilitating PLC sessions to be an investment into the teacher-leader's leadership development *and* the improved skill of teachers with Low Skill.

Questions to guide PLC development:

1. Are there PACT practices that multiple teachers have difficulty implementing that a could be mitigated through a PLC?
2. Will the time it takes the coach to co-plan PLC sessions with the teacher with High Skill be reasonable (i.e., not interfere with the other responsibilities a coach has)?
3. Does the teacher with High Skill have adequate time to devote to co-planning or planning and implementing a PLC session so that the session is a successful experience for other teachers in the PLC?

Once the coach and teacher agree that a PLC is an appropriate and desired Stage 2 activity for the teacher, they can plan accordingly (e.g., plan a purposeful PACT-focused PLC session). See Appendix B.1 for the steps to take when planning a PLC meeting and Appendix B.2 for the PACT PLC Coach and Teacher-Leader Planning Guide.

Video Self-Reflection

This Stage 2 activity requires a teacher **to record all or part of a PACT lesson, watch the video** while paying close attention to pre-selected look-fors (e.g., quality and frequency of immediate corrective feedback), and then **complete a reflection** of their video.

Although teachers with High Skill have demonstrated high fidelity, there are typically areas in which a teacher can still improve. Therefore, an option for teachers with High Skill who want to further their own learning and implementation of the PACT practices is to engage in video self-reflection. This Stage 2 activity requires little support from a coach as the onus for learning and growth is on the teacher.

Question to consider before selecting this activity:

1. Did the teacher demonstrate a high level of reflection and introspection during Stage 1 reflect sessions?
2. Does this teacher have access to a video-recording device?
3. Will this teacher need any permissions (e.g., parent/guardian consent) for this activity?

Once the coach and teacher agree that video self-reflection is an appropriate and desired Stage 2 activity, they can plan accordingly. See the appendix for the Video Self-Reflection to-do list (B.3), the Video Reflection Planning Guide (B.4), and the first two pages of the PACT Observation Reflection Form (B.5) that the teacher can complete independently.

Note that although this activity is meant for teachers with High Skill to complete independently, teachers may request a meeting (e.g., plan session) with a coach to review their lesson or reflections or make plans for future implementation that incorporates insights learned from engaging in this activity.

Chapter IV: Low Skill + High Will

Teachers with Low Skill + High Will demonstrate willingness to participate in PD and coaching and appear eager to learn the PACT practices (collaborative effort score: ≥ 2.5). However, they have not yet demonstrated high fidelity of PACT implementation (fidelity score: < 3.5). Therefore, the Stage 2 activities for these teachers are designed to (1) capitalize on teachers' willingness to learn and (2) provide them with customized practice opportunities to increase PACT fidelity.

Teachers with Low Skill + High Will have two possible courses of action during Stage 2. Teachers can receive an increased dosage of standardized protocol support. Alternatively, teachers can receive one dosage of standardized protocol support plus an additional support option. We call this approach Stage 1 Plus 1. With this approach, Low Skill + High Will teachers will receive an intensified level of support during Stage 2.

Because the Stage 2 activities for teachers with Low Skill + High Will are already more intense, the coach should only select one Stage 2 approach for these teachers. **In other words, the coach should not select both Increased Dosage and Stage 1 Plus 1 for teachers.** Limiting the Stage 2 approach to Increased Dosage *or* Stage 1 Plus 1 can help ensure that these teachers are not overwhelmed by the amount of support they will receive during Stage 2.

Next, we describe these two Stage 2 approaches in further detail.

Approach 1: Increased Dosage

Every teacher received Stage 1 standardized protocol support. However, the support of only one plan-support-reflect coaching sequence might not be enough to improve the fidelity of PACT implementation of some teachers with Low Skill + High Will. Therefore, an activity for teachers with Low Skill + High Will is to double the dosage of this type of support. In other words, teachers will **engage in *two* plan-support-reflect coaching sequences.**

Questions to consider before selecting this activity are:

1. Did this teacher make some (but slow) progress during the previous stage?
2. Do I have the capacity to facilitate two coaching sequences?

Approach 2: Stage 1 Plus 1

As a reminder, as part of Stage 1, coaches provide teachers with standardized protocol support. For some teachers, this type of support might have been beneficial, but other support is still needed to improve their PACT implementation sufficiently. Therefore, one approach for a Low Skill + High Will teacher is to implement another plan-support-reflect coaching sequence *alongside* one of three Stage 2 activities (i.e., peer observations, PLCs, or video reflection). Therefore, when a coach chooses this approach for a teacher, the coach should **provide standardized protocol support (i.e., a plan-support-reflect coaching sequence) plus one other Stage 2 activity**. We provide more information about each of these support options below.

Questions to consider before selecting this activity are:

1. Did this teacher make some (but slow) progress during the previous stage?
2. Would the teacher benefit from a different type of support? If so, which Stage 2 activity?

Peer Observations

Teachers with Low Skill + High Will **observe a peer** with High Skill implementing one or more PACT practices either in-person or through video. After completing the observation, the teacher will **reflect on the observation** with either the coach, the teacher with High Skill, or both, depending on the teachers' and coach's availability.

Observing peers who have High Skill in a particular area can help a teacher with Low Skill + High Will in a variety of ways. For example, a teacher with Low Skill + High Will might be better able to visualize successful implementation in their own classroom when watching a peer successfully implement the same practices with a class that consists of the same or similar students.

Questions to consider before selecting this activity are:

1. Is this teacher struggling to understand how to implement a PACT practice with a particular class?
2. Would the teacher benefit from observing another teacher implementing PACT who has a similar class make-up?

Once the coach and teacher agree that peer observation is an appropriate and desired Stage 2 activity, the coach should review the peer observation to-do lists (see Appendix B.6) and share pages 1 and 3 of the PACT Observation Reflection Form with the teacher (see Appendix B.5).

Note that if a live observation is not possible (e.g., the teachers teach at the same time, and there is no one to cover the observing teacher's class), this activity can be converted to a video observation should the High Skill teacher agree to being recorded. You could also have multiple Low Skill + High Will teachers reflect on the same recording, so the High Skill teacher only needs to record themselves once.

Professional Learning Communities (PLCs)

In PLCs, teachers are organized into groups often by grade or content area. The intention of PLCs is for teachers to work and grow together through conversations and activities. There are many possible topics that teachers and coaches can focus on during a PLC. For example, teachers and coaches can co-plan lessons, reflect on previous PACT lessons, analyze student data and select instructional materials to target students' needs, and share resources. Engaging teachers with Low Skill + High Will in a PLC that is designed to target their needs can be a powerful learning experience.

Questions to consider before selecting this activity:

1. Would learning among peers provide this teacher with a value-added experience?
2. Does this teacher have adequate time to devote to participating in a PLC in such a way that will make it a successful learning experience?

See Appendix B.2 for the PACT PLC Coach and Teacher-Leader Planning Guide.

Video Reflection

This Stage 2 activity requires a teacher to **record all or part of a PACT lesson, watch the video** while paying close attention to pre-selected look-fors (e.g., quality and frequency of immediate corrective feedback), and then **complete a reflection of their video**. The coach and teacher can complete the observation and reflection collaboratively or after the coach and teacher have watched the video and reflected independently.

While some teachers might find this to be an awkward experience, it is likely that the high-will nature of these teachers will contribute to their engagement in video reflection.

Questions to consider before selecting this activity:

1. Did the teacher demonstrate a high level of reflection and introspection during Stage 1 reflect sessions?
2. Does this teacher have access to a video-recording device?
3. Will this teacher need any permissions (e.g., parent/guardian consent) for this activity?

Once the coach and teacher agree that video self-reflection is an appropriate and desired Stage 2 activity for the teacher, the coach should review the video reflection to-do list (see Appendix B.3). Then, the coach and teacher should review the Video Reflection Planning Guide (see Appendix B.4) and the first two pages of the PACT Observation Reflection Form (see Appendix B.5) that includes directions for the teacher to engage in video reflection as well as a reflection form.

Chapter V: Low Skill + Low Will

Teachers with Low Skill + Low Will have not yet demonstrated willingness to participate in PD and coaching (collaborative effort score: <2.5) or high fidelity of PACT implementation (fidelity score: <3.5). There are numerous reasons to explain why some teachers demonstrate low skill and low will. Working as a teacher can be lonely, isolating, and demanding (Patton & Parker, 2017). These feelings and experiences, as well as other issues (e.g., experiencing a misalignment between one's own beliefs and expectations), can result in teachers feeling overwhelmed or lacking motivation. This can lead to disengagement and feelings of disconnection from school, likely in some of the same ways that students experience disengagement. Ultimately, disengagement can negatively impact teachers' willingness to implement PACT practices and engage in AIM Coaching. This is clearly problematic considering that implementation of a school-wide literacy model requires commitment and effort from *all* participating teachers.

Stage 2 activities for teachers with Low Skill + Low Will focus on providing teachers with support that has a high likelihood of increasing their willingness to participate and engage in AIM Coaching. The goal is that these activities will support teachers' will while also targeting their skill.

We recognize that coaches have limited time and suggest coaches spend about 20% of their time with teachers demonstrating Low Skill + Low Will. Therefore, the Stage 2 activities we present in this chapter are purposefully *light* (i.e., not burdensome) for the coach.

Teachers demonstrating low will may generally experience feelings of being overwhelmed and lack motivation. We do not want to contribute to, reinforce, or increase these feelings. Therefore, these activities are also meant to avoid placing a burden on teachers.

For these reasons, the coach **suspends standardized protocol support** for teachers with low will. Instead, teachers **will engage in one peer-based targeted intervention**. Additionally, the coach may also decide to **engage in professional spotlighting** to improve teachers' sense of school belonging.

Peer-Based Targeted Interventions

Research suggests that the more positive relationships students have in schools, the more likely they are to find success and achievement (Martin & Collie, 2019). We assert that the same applies to teachers—positive relationships can encourage their success and sense of belonging in a school-wide effort, such as building a school-wide literacy model.

Peer Observations

Teachers with Low Skill + Low Will **observe a peer with High Skill implementing** one or more PACT practices either in-person or through video. After completing the observation, the teacher will **reflect on the lesson** with either the coach, the teacher with High Skill, or both, depending on the teachers' and coach's availability.

Observing peers who have High Skill in a particular area can help a teacher with Low Skill + Low Will in a variety of ways. For example, a teacher with Low Skill + Low Will might be better able to visualize successful implementation in their own classroom when watching a peer successfully implement the same practices with a class that consists of the same or similar students.

Questions to consider before selecting this activity are:

1. Would the teacher benefit from observing another teacher implementing PACT who has a similar class make-up?

Once the coach and teacher agree that peer observation is an appropriate and desired Stage 2 activity, the coach should review the peer observation to-do lists (see Appendix B.6) and share pages 1 and 3 of the PACT Observation Reflection Form with the teacher (see Appendix B.5).

Note that if a live observation is not possible (e.g., the teachers teach at the same time, and there is no one to cover the observing teacher's class), this activity can be converted to a video observation should the High Skill teacher agree to being recorded.

Professional Learning Communities (PLCs)

In PLCs, teachers are organized into groups often by grade or content area. The intention of PLCs is for teachers to work and grow together through conversations and activities. There are many possible topics that teachers and coaches can focus on during a PLC. For example, teachers and coaches can co-plan lessons, reflect on previous PACT lessons, analyze student data and select instructional materials to target students' needs, and share resources. Engaging in a PLC that is designed to target their needs can be a motivating experience for teachers with Low Skill + Low Will.

Participating in PLCs has the potential to benefit teachers with Low Skill + Low Will for two primary reasons. First, because PLCs include teachers at a variety of support levels, collaborating with colleagues with High Skill, and even teachers who have Low Skill but High Will, can improve teachers' perceptions of the PACT practices and increase their feelings of collegial support, which will ultimately support their will during AIM Coaching. Second, and as a bonus,

during PLCs, teachers will engage in discussions and activities that will support their planning and implementation of PACT practices, which will ultimately support PACT fidelity.

Questions to consider before selecting this activity:

1. Would learning among peers support this teacher's willingness to engage in AIM Coaching?
2. Is it likely that participation in a PACT-focused PLC will be a positive experience (e.g., a supportive environment) for this teacher?
3. Does this teacher have adequate time to devote to participating in a PLC in such a way that will make it a successful learning experience?

See Appendix B.2 for the PLC Planning Guide.

Professional Spotlighting

Teachers may demonstrate low will because of a low sense of school belonging. We assert that increasing the number of positive interactions the teacher has with the coach and administrators will have a positive impact on their sense of school belonging and will. With increased will, the teacher will be more willing to engage in activities that will improve their skill.

Public Praise

A teacher may have Low Skill + Low Will but been successful with a particular aspect of PACT. For example, they may do a great job providing students with important background information during Comprehension Canopy. **This should be celebrated!** Being *recognized* and *celebrated* among the school community for a job well done can be a powerful strategy for a teacher who feels disconnected from the school culture or does not feel that they have the support they need from their coach, administrators, or colleagues to implement PACT and participate in AIM Coaching as designed.

Questions to consider before selecting this activity are:

1. Are there teacher strengths that I can recognize related to PACT implementation?
2. How can I celebrate this teacher's strengths among their grade-level, department, or school community in authentic ways?

Once the coach decides that providing teacher praise among the teacher's community is an appropriate way to increase the teacher's sense of school belonging, the coach can refer to Appendix B.7 for planning considerations and Appendix B.9 for a list of possible reasons to praise the teacher.

Note that Public Praise is distinct from praise as a check-in. Therefore, if Public Praise is chosen as a Stage 2 activity for a teacher with low will, a coach can still provide a teacher with praise privately as a check-in during this same stage. Refer to Table 1 (page 9) for check-in options.

Mini-Leadership Opportunities

The coach can find ways to **promote the teacher's leadership in the school**. In other words, by providing the teacher with small leadership opportunities, the teacher's sense of belonging and connection to the school may increase. This can be accomplished during a PLC session or a department meeting with administrators or peers. An example may be to have a teacher share their approach to Comprehension Canopy during a PLC. Again, these opportunities are meant to help teachers see that they are being recognized and celebrated among their teaching community.

Questions to consider before selecting this activity are:

1. Does the teacher have particular strengths or skills (ideally related to PACT implementation) that other teachers might benefit from?
2. If so, what mini-leadership opportunities would be an effective and efficient way for this teacher to engage in their community?

Refer to Appendix B.8 for planning considerations and Appendix B.9 for a list of possible mini-leadership opportunities for the teacher to participate in.

References

- Alexander, M., Williams, N. A., & Nelson, K. L. (2012). When you can't get there: Using video self-monitoring as a tool for changing the behaviors of pre-service teachers. *Rural Special Education Quarterly*, 31(4), 18-24. <https://doi.org/10.1177/875687051203100404>
- Hawkins, S. M., & Heflin, L. J. (2011). Increasing secondary teachers' behavior-specific praise using a video self-modeling and visual performance feedback intervention. *Journal of Positive Behavior Interventions*, 13(2), 97-108.
<https://doi.org/10.1177/1098300709358110>
- Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and Teacher Education*, 19(2), 149-170.
[https://doi.org/10.1016/S0742-051X\(02\)00101-4](https://doi.org/10.1016/S0742-051X(02)00101-4)
- Martin, A. J., & Collie, R. J. (2019). Teacher–student relationships and students' engagement in high school: Does the number of negative and positive relationships with teachers matter? *Journal of Educational Psychology*, 111(5), 861-876. <https://doi.org/10.1037/edu0000317>
- Patton, K., & Parker, M. (2017). Teacher education communities of practice: More than a culture of collaboration. *Teaching and Teacher Education*, 67, 351-360.
<https://doi.org/10.1016/j.tate.2017.06.013>
- Vaughn, S., Roberts, G., Wexler, J., Vaughn, M. G., Fall, A. M., & Schnakenberg, J. B. (2015). High school students with reading comprehension difficulties: Results of a randomized control trial of a two-year reading intervention. *Journal of Learning Disabilities*, 48(5), 546-558. <https://doi.org/10.1177/0022219413515511>

Appendices

Appendix A: Stage 1 and Progress Monitoring Resources

1. Observation Form
2. Stage 1 Log
3. Criteria for Success Checklists
4. Indicators of Collaborative Effort
5. Progress Monitoring Sheet
6. Diagnostic Coaching Tool
7. Stage 2 Log & Related Forms

Appendix B: Stage 2 Resources

1. To-do: Planning a PLC Meeting
2. PACT PLC Coaching and Teacher Planning Guide
3. To-do: Video Self-Reflection
4. Video Reflection Planning Guide
5. Observation Guide (PACT)
6. To-do: Peer Observation
7. To-do: Public Praise-planning considerations
8. To-do: Mini Leadership-planning considerations
9. Reasons to Praise a teacher & Mini-Leadership Opportunities

Appendix A

AIM Coaching Tools and Resources

Stage 1 and Progress Monitoring

Teacher Name: _____

Date: _____

PACT Model Observation Form

Topic/objectives the teacher is teaching: _____

Observation Goals:

Comprehension Canopy Elements	What My Students Did
<input type="checkbox"/> Implements Comprehension Canopy before text reading <input type="checkbox"/> Introduces the topic and accesses students' prior knowledge <input type="checkbox"/> Presents Springboard video or visual <input type="checkbox"/> Prompts students for a "Turn and Talk" activity	
Essential Words Elements	What My Students Did
<input type="checkbox"/> Uses an essential word guide to teach one word <input type="checkbox"/> Pronounces word and has students repeat word <input type="checkbox"/> Presents and discusses student-friendly definition <input type="checkbox"/> Facilitates discussion of the visual representation/image <input type="checkbox"/> Presents and discusses related words <input type="checkbox"/> Provides an example of essential word in a sentence <input type="checkbox"/> Presents and discusses examples and non-examples <input type="checkbox"/> Prompts students to write important information in their guide <input type="checkbox"/> Prompts students for a "Turn and Talk" activity	
Critical Reading Elements	What My Students Did
<input type="checkbox"/> Introduces the text and topic to students <input type="checkbox"/> Presents the culminating question <input type="checkbox"/> Establishes pairs <input type="checkbox"/> Reads Section 1 of the text to students <input type="checkbox"/> Models Get the Gist with Section 1	

<input type="checkbox"/> Facilitates students' use of Get the Gist with Partner Reading with remaining sections <input type="checkbox"/> Engages students in text-based discussion to answer the culminating question	
--	--

Did the Model Face Any Problems?	If So, How Did the Model Respond?	How Can I Apply This in the Future?

Model Actions I Would Like to Implement	How/Where Can I Implement These Actions?

Teacher Name: _____

Stage 1 Log

COACHING ACTIVITIES	NOTES
<input type="checkbox"/> Plan – Date: _____ <input type="checkbox"/> Review goals <input type="checkbox"/> Review student data <input type="checkbox"/> Choose materials <input type="checkbox"/> Plan lessons <input type="checkbox"/> Practice <input type="checkbox"/> Review criteria for success <input type="checkbox"/> Determine coach role <input type="checkbox"/> Support – Date: _____ <input type="checkbox"/> Model <input type="checkbox"/> Co-teach <input type="checkbox"/> Assist <input type="checkbox"/> Reflect – Date: _____ <input type="checkbox"/> Discuss feedback <input type="checkbox"/> Review student data <input type="checkbox"/> Problem solve <input type="checkbox"/> Set goals <input type="checkbox"/> Check-In #1 – Date: _____ <input type="checkbox"/> Praise <input type="checkbox"/> Follow-up feedback <input type="checkbox"/> Help or support (e.g., resource) <input type="checkbox"/> Check-In #2 – Date: _____ <input type="checkbox"/> Praise <input type="checkbox"/> Follow-up feedback <input type="checkbox"/> Help or support (e.g., resource)	

WEEKLY COLLABORATIVE EFFORT RATINGS						
STAGE 1 WEEKS	RATING					NOTES
Week 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	
Week 6	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> N/A (explain)	

AVERAGE COLLABORATIVE EFFORT SCORE:	AVERAGE FIDELITY SCORE:
	DATE:
Notes:	

PACT IMPLEMENTATION FIDELITY CHECKLIST

Teacher: _____ Date: _____ Grade: _____ Average Fidelity: _____

Subject: _____ Period: _____ Coach: _____

PROCEDURAL FIDELITY			
Rate the teacher's fidelity of implementation for the following three components on a 4-point scale as outlined in the table below.			
RATING	COMPREHENSION CANOPY (4 TOTAL ELEMENTS)	ESSENTIAL WORDS (7 TOTAL ELEMENTS)	CRITICAL READING OF TEXT (7 TOTAL ELEMENTS)
4	4 elements	7 elements	7 elements
3	3 elements	4–6 elements	4–6 elements
2	2 elements	2–3 elements	2–3 elements
1	0–1 elements	0–1 elements	0–1 elements

COMPREHENSION CANOPY				
Check all elements that were observed.				
The teacher does the following:				
<input type="checkbox"/> Introduces the topic of the text <input type="checkbox"/> Provides background information necessary to comprehend the text <input type="checkbox"/> Presents a springboard visual (e.g., video) <input type="checkbox"/> Prompts students to do a turn-and-talk activity				
Fidelity Rating:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Notes:				

This form was adapted from the Collaborative Strategic Reading IVC (Vaughn et al., 2011; Vaughn & Linan-Thompson, 2002). Some items were also adapted from the English-Language Learner Classroom Observation Instrument (Baker, Gersten, Haager, Graves, & Goldberg, 2001), the Classroom Observation Checklist (Stanovich & Jordan, 1998), and Features of Effective Reading Instruction in Special Education (Klingner, Urbach, Golos, Brownell, & Menon, 2010).

ESSENTIAL WORDS				
Check all elements that were observed.				
The teacher uses an Essential Word guide to present the following: <ul style="list-style-type: none"> <input type="checkbox"/> Student-friendly definition <input type="checkbox"/> Visual representation (e.g., image) <input type="checkbox"/> Related words <input type="checkbox"/> Example sentence <input type="checkbox"/> Example <input type="checkbox"/> Nonexample <input type="checkbox"/> Turn-and-talk activity 				
Fidelity Rating:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Notes:				

CRITICAL READING OF TEXT				
Check all elements that were observed.				
The teacher does the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the text and topic to students <input type="checkbox"/> Presents the culminating question <input type="checkbox"/> Establishes pairs <input type="checkbox"/> Reads Section 1 of the text to students <input type="checkbox"/> Models get the gist with Section 1 <input type="checkbox"/> Facilitates students' use of get the gist with partner reading with remaining sections <input type="checkbox"/> Engages students in text-based discussion to answer the culminating question 				
Fidelity Rating:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Notes:				

Comprehension Canopy Criteria for Success

Comprehension Canopy Criteria for Success Checklist	
Planning	
<input type="checkbox"/>	Considers complicated concepts and ideas that will help students make sense of new ideas in the text
<input type="checkbox"/>	Considers students' interests when planning the Comprehension Canopy
<input type="checkbox"/>	Chooses materials (e.g., videos, visuals, quote, statistic) and/or activities that are highly motivating
<input type="checkbox"/>	Ensures the materials provide factual information
<input type="checkbox"/>	Adheres to brief duration guidelines—less than 5 minutes for the entire Comprehension Canopy
Implementation	
<input type="checkbox"/>	Implements Comprehension Canopy before text reading
<input type="checkbox"/>	Introduces the topic; accesses students' prior knowledge
<input type="checkbox"/>	Presents Springboard video or visual
<input type="checkbox"/>	Prompts students for “Turn and Talk” activity

Essential Words Criteria for Success

Essential Words Criteria for Success Checklist	
Planning	
<input type="checkbox"/>	Completes the Essential Words Planning Guide
<input type="checkbox"/>	Brainstorms or lists all words she wants to teach for the text or set of texts
<input type="checkbox"/>	Looks for connections to meet the goal of understanding overarching concepts and most important content in the text
<input type="checkbox"/>	Chooses 1 essential word based on connections to overarching concept in the text
<input type="checkbox"/>	Creates an essential word organizer
<input type="checkbox"/>	Each essential word organizer includes: <ul style="list-style-type: none"> • Student friendly definition • Image • Related words • Example of word in a sentence • Examples/non-examples • Turn and talk activity
Implementation	
<input type="checkbox"/>	Teaches a minimum of 1 essential word per week (uses essential word guide for each word)
<input type="checkbox"/>	Pronounces word and has students repeat word
<input type="checkbox"/>	Presents and discusses student friendly definition
<input type="checkbox"/>	Facilitates discussion of the visual representation/image
<input type="checkbox"/>	Presents and discusses related words
<input type="checkbox"/>	Provides an example of essential word in a sentence
<input type="checkbox"/>	Presents and discusses examples and non-examples
<input type="checkbox"/>	Prompts students to write important information in their essential words log
<input type="checkbox"/>	Conducts a turn and talk activity
<input type="checkbox"/>	Takes no more than 5 minutes

Critical Reading Criteria for Success

Critical Reading of Text Criteria for Success Checklist	
Planning	
<input type="checkbox"/>	Selects a text that adheres to the following text selection guidelines: <ul style="list-style-type: none"> • Text is within the appropriate Lexile band for students • Text has appropriate level of purpose • Text has appropriate structure and language conventionality and clarity • Text is appropriate given students' reading skills and background knowledge • Text is approximately 4 sections
<input type="checkbox"/>	Divides the text into appropriate sections
Implementation	
<input type="checkbox"/>	Introduces the text and topic to students
<input type="checkbox"/>	Presents the culminating question
<input type="checkbox"/>	Establishes pairs
<input type="checkbox"/>	Reads Section 1 of the text to students
<input type="checkbox"/>	Models Get the Gist with Section 1
<input type="checkbox"/>	Facilitate students' use of Get the Gist with Partner Reading with remaining sections
<input type="checkbox"/>	Engages students in text-based discussion to answer the culminating question
<input type="checkbox"/>	Takes approximately 30 minutes to implement
Quality Indicators	
<input type="checkbox"/>	Clarifies vocabulary and/or makes connections to essential words when applicable
<input type="checkbox"/>	Monitors students in pairs
<input type="checkbox"/>	Provides immediate corrective feedback and reteaches as necessary
<input type="checkbox"/>	Promotes student engagement with multiple opportunities for students to practice and respond (e.g., uses turn and talks)

Sample Indicators of Collaborative Effort

Examples of collaborative effort:

- Being punctual for and attending entire professional development (PD) sessions and coaching activities (e.g., support and reflect sessions)
- Being actively engaged during PD sessions and coaching activities (e.g., limited use of cell phone or other distractions)
- Actively scheduling coaching activities
- Arriving prepared to coaching activities (e.g., completing all work beforehand)
- Responding to email communication and/or requests from the coach in a timely, professional manner
- Acknowledging receipt of emails and check-ins (e.g., resources) from the coach
- Allowing the coach to model or support during support sessions, as appropriate
- Attempting to implement the evidence-based adolescent literacy practices from the professional development as intended
- Incorporating feedback from coaching activities (e.g., reflect sessions)
- Requesting additional help or support from the coach

What else might collaborative effort look like?

Coach Name: _____

Progress Monitoring Stage Planning Sheet

NAME	AVERAGE FIDELITY SCORE	ANECDOTAL INFORMATION (ONLY IF OVERRIDING SCORE)	SKILL LEVEL	AVERAGE COLLABORATIVE EFFORT SCORE (ONLY IF LOW SKILL)	ANECDOTAL INFORMATION (ONLY IF OVERRIDING SCORE)	WILL LEVEL	STAGE 2 SUPPORT
			<input type="checkbox"/> 3.5–4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5–4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5–4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5–4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5–4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5–4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5–4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5–4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5–4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5–4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5–4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5–4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW
			<input type="checkbox"/> 3.5–4.0 (high) <input type="checkbox"/> ≤ 3.4 (low)			<input type="checkbox"/> 2.5–4.0 (high) <input type="checkbox"/> ≤ 2.4 (low)	<input type="checkbox"/> HS <input type="checkbox"/> LS + HW <input type="checkbox"/> LS + LW

The Diagnostic Coaching Tool

How should the coach administer the DCT?

The DCT was designed to be administered in a variety of ways. When deciding how to administer the DCT, a coach should consider several questions:

- Will the coach have enough time to distribute the surveys?
- Will teachers have enough time to complete them in a thoughtful manner?
- Could distributing the DCT to some (but not all) teachers make anyone uncomfortable?

Timing: It can be administered anytime during Stage 1 or the Progress Monitoring Stage. For example, the coach can administer the DCT soon after formal fidelity checks during which teachers demonstrated low skill. The coach can also administer the DCT to all teachers at the same time.

Format: A coach can administer it using a paper-and-pencil format or via an online survey tool (e.g., Google Forms).

Suggested Administration: We recommend administering the DCT at one time to all teachers rather than only to teachers with low skill. This method has two important benefits.

1. It may be easier *logistically* for the coach to administer the DCT to all teachers and allocate time during a faculty meeting for them to complete it, rather than administer it to teachers individually, likely all at different times.
2. Administering the DCT to all teachers may prevent the need to explain why some teachers were selected to complete the DCT while others were not. In doing so, the Progress Monitoring Stage procedures will largely be the same for all teachers, thus avoiding potential conflict between the coach and teachers.

How should the coach analyze DCT data?

Because the DCT is designed to gather information from teachers with low skill, we *encourage* coaches to analyze the data of teachers with low skill only—even if the coach administered the DCT to all teachers. The Progress Monitoring Stage is only held for two weeks, so spending most of the time determining how to support teachers with low skill is an efficient and effective use of a coach's time.

A coach should review each teacher's DCT diagnostically, looking for outlying answers and patterns in the responses. In particular, the coach can adhere to the following procedure:

1. Identify low scores (i.e., scores of 1 and 2) on the DCT. These scores indicate potential reasons for a teacher's low skill and/or will.
2. Identify patterns among low scores. Do most of the teacher's low scores fall under perceptions of PACT, perceptions of AIM Coaching, or perceptions of school support?
3. Use the DCT + Stage 2 Alignment document, which identifies Stage 2 activities that can address low scores for each DCT item. For example, consider the teacher with Low Skill + High Will who disagrees that the time it takes to prepare for and participate in AIM Coaching is manageable. According to the DCT + Stage 2 Alignment document, Peer Observations, Professional Learning Communities, and Video Reflection might benefit this teacher.
4. Review any additional information the teacher shared under each section of the DCT. This information may be helpful in identifying effective Stage 2 activities.

For more information on selecting stage 2 activities, see the Plan for Stage 2 section.

What should happen if the coach needs more information?

If the DCT does not provide the coach with the information needed to identify Stage 2 activities for the teacher to participate in, the coach can conduct a virtual or in-person Stage 2 planning meeting. There are two purposes of this meeting. Specifically, this conversation allows the coach to:

1. Ask clarifying questions, including questions regarding teachers' responses on the DCT. For example, if a teacher reported disagreeing with the statement *I am motivated to implement PACT in my classes*, it may be helpful for the coach to ask the teacher what is contributing to their lack of motivation. The coach can use this information, in addition to information already collected, to identify 1-2 Stage 2 activities for the teacher to engage in.
2. Brainstorm with the teacher to select Stage 2 activities for the teacher to engage in. Brainstorming is particularly helpful if the coach had difficulty pinpointing these activities independently. For example, there are several Stage 2 activity options for a Low Skill + High Will teacher who indicates that they do not have the knowledge and skills they need to implement PACT as designed. Therefore, this meeting will help the coach identify only 1-2 Stage 2 activities for the teacher. By the end of the meeting, the coach and teacher should agree on 1-2 Stage 2 activities.

Teacher Name: _____

Date: _____

<u>Diagnostic Coaching Tool</u>					
ITEMS ABOUT PACT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have the knowledge and skills I need to implement PACT as designed.	1	2	3	4	5
It is easy for me to implement PACT as designed.	1	2	3	4	5
My students' behavior enables me to implement PACT as designed.	1	2	3	4	5
The time preparing to implement PACT is manageable.	1	2	3	4	5
I think that PACT will help my students become more proficient in reading.	1	2	3	4	5
I think that PACT will help my students become more proficient in my subject area.	1	2	3	4	5
I am motivated to implement PACT in my classes.	1	2	3	4	5
Please use the space below to elaborate on any of your ratings related to PACT.					
ITEMS ABOUT AIM COACHING	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is easy for me to participate in AIM Coaching as designed.	1	2	3	4	5
The time preparing for and participating in AIM Coaching is manageable.	1	2	3	4	5
I think that AIM Coaching will help me implement PACT as designed.	1	2	3	4	5
I am motivated to participate in AIM Coaching.	1	2	3	4	5
Please use the space below to elaborate on any of your ratings related to AIM Coaching.					

Teacher Name: _____

Date: _____

ITEMS ABOUT SCHOOL SUPPORT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have the support I need from administrators to implement PACT as designed.	1	2	3	4	5
I have the support I need from administrators to participate in AIM Coaching as designed.	1	2	3	4	5
I have the support I need from my colleagues to implement PACT as designed.	1	2	3	4	5
Please use the space below to elaborate on any of your ratings related to school support.					
Please use the space below to provide any other feedback that may be useful for your coach to consider in order to provide you with individualized support.					

DCT + Stage 2 Alignment

A teacher who rated the following DCT items with a 1 or 2:	...may benefit from the following Stage 2 activities:
SURVEY ITEMS ABOUT PACT	
I have the knowledge and skills I need to implement PACT as designed.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Increased Dosage ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities ○ Video Reflection <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
It is easy for me to implement PACT as designed.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
My students' behavior enables me to implement PACT as designed.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities ○ Video Reflection <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
The time preparing to implement PACT is manageable.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
I think that PACT will help my students become more proficient in reading.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations

	<ul style="list-style-type: none"> ○ Professional Learning Communities <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
I think that PACT will help my students become more proficient in my subject area.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
I am motivated to implement PACT in my classes.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
SURVEY ITEMS ABOUT AIM COACHING	
It is easy for me to participate in AIM Coaching as designed.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities ○ Video Reflection <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
The time preparing for and participating in AIM Coaching is manageable.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities ○ Video Reflection <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
I think that AIM Coaching will help me implement PACT as designed.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations

	<ul style="list-style-type: none"> ○ Professional Learning Communities ○ Video Reflection <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
I am motivated to participate in AIM Coaching.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities ○ Video Reflection <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
SURVEY ITEMS ABOUT SCHOOL SUPPORT	
I have the support I need from administrators to implement PACT as designed.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Increased Dosage ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities ○ Video Reflection <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions ○ Professional Spotighting
I have the support I need from administrators to participate in AIM Coaching as designed.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Increased Dosage ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities ○ Video Reflection <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions ○ Professional Spotighting
I have the support I need from my colleagues to implement PACT as designed.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities

	<p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
SURVEY ITEMS ABOUT SENSE OF SCHOOL BELONGING	
I feel connected to my grade-level colleagues.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
I feel connected to my content-area colleagues.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions
I feel like my skills and expertise are acknowledged by my colleagues.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions ○ Professional Spotighting
There is at least one colleague with whom I enjoy collaborating.	<p>Low Skill + High Will:</p> <ul style="list-style-type: none"> ○ Stage 1 Plus 1 with: <ul style="list-style-type: none"> ○ Peer Observations ○ Professional Learning Communities <p>Low Skill + Low Will:</p> <ul style="list-style-type: none"> ○ Peer-Based Targeted Interventions

Teacher Name: _____ Coach Name: _____

Stage 2 Log

STAGE 1 SUMMARY	
STAGE 1 AVERAGE FIDELITY SCORE:	STAGE 1 AVERAGE COLLABORATE EFFORT SCORE:
Stage 1 Notes:	

STAGE 2 SUPPORT LEVEL (COMPLETE ONE)		
<input type="checkbox"/> High skill	<input type="checkbox"/> Low skill + high will	<input type="checkbox"/> Low skill + low will
STAGE 2 ACTIVITIES	STAGE 2 ACTIVITIES	STAGE 2 ACTIVITIES
Select at least one activity: <input type="checkbox"/> PLC lead – Date(s): _____ <input type="checkbox"/> Video self-reflection – Date: _____	Select at least one activity: <input type="checkbox"/> Increased dosage Sequence 1 <input type="checkbox"/> Plan – Date: _____ <input type="checkbox"/> Support – Date: _____ <input type="checkbox"/> Model <input type="checkbox"/> Co-teach <input type="checkbox"/> Assist <input type="checkbox"/> Reflect – Date: _____ Sequence 2 <input type="checkbox"/> Plan – Date: _____ <input type="checkbox"/> Support – Date: _____ <input type="checkbox"/> Model <input type="checkbox"/> Co-teach <input type="checkbox"/> Assist <input type="checkbox"/> Reflect – Date: _____ <input type="checkbox"/> Stage 1 Plus 1 Standardized Protocol Support <input type="checkbox"/> Plan – Date: _____ <input type="checkbox"/> Support – Date: _____ <input type="checkbox"/> Model <input type="checkbox"/> Co-teach <input type="checkbox"/> Assist <input type="checkbox"/> Reflect – Date: _____ Additional Support Options <input type="checkbox"/> Peer observation – Date(s): _____ <input type="checkbox"/> PLC attendance – Date(s): _____ <input type="checkbox"/> Video reflection	Select at least one activity: <input type="checkbox"/> Peer observations – Date(s): _____ <input type="checkbox"/> PLC attendance – Date(s): _____ Professional Spotlighting (Optional) <input type="checkbox"/> Public praise – Date: _____ <input type="checkbox"/> Mini-leadership opportunities – Date(s): _____

STAGE 2 CHECK-INS	
DATE AND ACTIVITIES	NOTES
<input type="checkbox"/> Check-In #1 – Date: _____ <input type="checkbox"/> Praise <input type="checkbox"/> Follow-up feedback <input type="checkbox"/> Help or support (e.g., resource) <input type="checkbox"/> Check-In #2 – Date: _____ <input type="checkbox"/> Praise <input type="checkbox"/> Follow-up feedback <input type="checkbox"/> Help or support (e.g., resource)	

WEEKLY COLLABORATIVE EFFORT RATINGS		
STAGE 2 WEEKS	RATING	NOTES
Week 1	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain)	
Week 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain)	
Week 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain)	
Week 4	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain)	
Week 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain)	
Week 6	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> N/A (explain)	

AVERAGE COLLABORATIVE EFFORT SCORE:	AVERAGE FIDELITY SCORE:
	DATE:
Notes:	

PACT IMPLEMENTATION FIDELITY CHECKLIST

Teacher: _____ Date: _____ Grade: _____ Average Fidelity: _____

Subject: _____ Period: _____ Coach: _____

PROCEDURAL FIDELITY

Rate the teacher's fidelity of implementation for the following three components on a 4-point scale as outlined in the table below.

RATING	COMPREHENSION CANOPY (4 TOTAL ELEMENTS)	ESSENTIAL WORDS (7 TOTAL ELEMENTS)	CRITICAL READING OF TEXT (9 TOTAL ELEMENTS)
4	4 elements	7 elements	9 elements
3	3 elements	4–6 elements	6–8 elements
2	2 elements	2–3 elements	2–5 elements
1	0–1 elements	0–1 elements	0–1 elements

COMPREHENSION CANOPY

Check all elements that were observed.

The teacher does the following:

- ☐ Introduces the topic of the text
- ☐ Provides background information necessary to comprehend the text
- ☐ Presents a springboard visual (e.g., video)
- ☐ Prompts students to do a turn-and-talk activity

Fidelity Rating:

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

This form was adapted from the Collaborative Strategic Reading IVC (Vaughn et al., 2011; Vaughn & Linan-Thompson, 2002). Some items were also adapted from the English-Language Learner Classroom Observation Instrument (Baker, Gersten, Haager, Graves, & Goldberg, 2001), the Classroom Observation Checklist (Stanovich & Jordan, 1998), and Features of Effective Reading Instruction in Special Education (Klingner, Urbach, Golos, Brownell, & Menon, 2010).

ESSENTIAL WORDS

Check all elements that were observed.

The teacher uses an Essential Word guide to present the following:

- ☐ Student-friendly definition
- ☐ Visual representation (e.g., image)
- ☐ Related words
- ☐ Example sentence
- ☐ Example
- ☐ Nonexample
- ☐ Turn-and-talk activity

Fidelity Rating:

1

☐

2

☐

3

☐

4

☐

Notes:

CRITICAL READING OF TEXT

Check all elements that were observed.

The teacher does the following:

- ☐ Introduces the text for students
- ☐ Sets the purpose for reading
- ☐ Presents the culminating question
- ☐ Reads the first section of the text
- ☐ Facilitates partner reading
- ☐ Monitors students in pairs
- ☐ Prompts students to answer each gist question and models as necessary
- ☐ Engages students in text-based discussion to answer the culminating question
- ☐ Clarifies vocabulary and/or makes connections to essential words when applicable

Fidelity Rating:

1

☐

2

☐

3

☐

4

☐

Notes:

Appendix B

AIM Coaching Tools and Resources

Stage 2

Planning a PACT PLC Meeting

- ☐ Determine who will attend the PLC meeting
 - Consider having a High Skill teacher co-lead
 - Consider which teachers with Low Skill + High Will and Low Skill + Low Will might benefit from attending
- ☐ Find a time that works for all participants
 - Are teachers already in PLCs?
- ☐ Determine the focus of the PLC meeting (think about needs identified on the *PACT Planning Guide*)
 - Do they have existing PLCs that you need to fit the content into?
- ☐ At least 1 week prior, email all participants with the time and focus of the meeting
- ☐ Gather and prepare any materials needed for the meeting
 - Potential materials include:
 - PACT sample lessons
 - A text to use for lesson planning
 - Criteria for Success Checklists
 - A reflection guide
- ☐ If co-leading the PLC with a High Skill teacher, determine who will lead which parts of the PLC meeting (Check your *PACT Planning Guide*)
- ☐ 1 or 2 days prior to the PLC, email all participants with a reminder of the meeting time, location, and focus
- ☐ Ensure all materials are prepared
- ☐ Lead or co-lead a great PLC session!!
- ☐ Follow up with any teachers as needed after the PLC meeting

Team: _____

PLC Date: _____

PACT PLC Planning Guide

Identified needs	Based on coach's feedback and/or student performance, what aspects of PACT need to improve?
Goal(s)	What PACT goals can you work on? What are the student learning outcomes associated with those goals?
Action Steps	What steps or activities can be taken achieve the goal(s)? What data will be collected and reported? What will the group need to accomplish the goal(s)?
Designation	What will each person need to do to meet the PACT goal(s)? How will this be presented to them?
Timeframe	What is a realistic timeframe for each step or activity? Identify benchmarks as needed.
Evidence	What impact on student learning or teaching do we expect to see? What evidence of this will we collect?

Video Self-Reflection

- ❑ Communicate to the teacher that you think video reflection would be a beneficial activity for them
- ❑ Provide the teacher with the *Video Reflection Planning Guide*
 - If needed, you can work through the planning guide with a teacher to ensure they have a clear plan and goals for their recording
- ❑ Ensure that the teacher has a recording device
- ❑ Check in to remind the teacher to complete the recording
- ❑ Determine if you and the teacher will meet and reflect on the video together or if they will do it independently
 - If a teacher is reflecting independently, provide them with a copy of the *Video Self-Reflection Guide*
 - If you are meeting to reflect, bring a copy of the *Video Self-Reflection Guide* to the meeting
- ❑ Follow up with the teacher afterward to see if they have incorporated any changes as a result of watching themselves on the video

Video Reflection Planning Guide

When will I record? _____

What will the teaching objective of that class be?

What goals do I have for that class?

Options to consider: What students do I need to check-in with during class? Is there a teaching strategy that I need to focus on? Will I try a new way to manage behavior? Etc.

What are three goals that I have for implementing the recording? OR, what are three things that I hope to learn from recording my classroom?

- 1)
- 2)
- 3)

How will I assess if I have met my goals?

Teacher Name: _____

Date: _____

PACT Observation Reflection Form

Observation Goals:

Part 1: Observe Instruction. As you watch the lesson, please rate how close the instruction is to the ideal in the following areas:

Comprehension Canopy Elements	Comments & Questions
<input type="checkbox"/> Implements Comprehension Canopy before text reading <input type="checkbox"/> Introduces the topic and accesses students' prior knowledge <input type="checkbox"/> Presents Springboard video or visual <input type="checkbox"/> Prompts students for a "Turn and Talk" activity	
Essential Words Elements	Comments & Questions
<input type="checkbox"/> Uses an essential word guide to teach one word <input type="checkbox"/> Pronounces word and has students repeat word <input type="checkbox"/> Presents and discusses student-friendly definition <input type="checkbox"/> Facilitates discussion of the visual representation/image <input type="checkbox"/> Presents and discusses related words <input type="checkbox"/> Provides an example of essential word in a sentence <input type="checkbox"/> Presents and discusses examples and non-examples <input type="checkbox"/> Prompts students to write important information in their guide <input type="checkbox"/> Prompts students for a "Turn and Talk" activity	
Critical Reading Elements	Comments & Questions
<input type="checkbox"/> Introduces the text and topic to students <input type="checkbox"/> Presents the culminating question <input type="checkbox"/> Establishes pairs <input type="checkbox"/> Reads Section 1 of the text to students <input type="checkbox"/> Models Get the Gist with Section 1 <input type="checkbox"/> Facilitates students' use of Get the Gist with Partner Reading with remaining sections <input type="checkbox"/> Engages students in text-based discussion to answer the culminating question	

Part 2: Reflect on Your Own Instruction. If you observed your own instruction, review the observation checklist in Part 1, and answer the following questions:

1. What were the strengths of your instruction? How did these strengths impact your students?

2. What challenges did you face during instruction? How did these challenges impact your students?

3. Thinking ahead, what can you do to maintain the strengths of your instruction? What can you do to address the challenges you faced during instruction? Identify 2-3 goals for your next PACT lesson.

4. How might your coach, peers, and/or administrators support your progress towards these goals?

Part 2: Reflect on Your Peer's Instruction. If you observed your peer's instruction, review the observation checklist in Part 1, and answer the following questions:

1. What were the strengths of your peer's instruction? How did these strengths impact students?

2. Thinking ahead, how could you apply these strengths to your own instruction? Identify 2-3 goals for your next PACT lesson.

3. How might your coach, peers, and/or administrators support your progress towards these goals?

Peer Observation: In Person

- ☐ Determine which teacher with High Skill will be observed teaching
- ☐ Determine which teachers with Low Skill will observe
- ☐ Find an observation time that works for all people involved
- ☐ Email all teachers to communicate the time and location of the observation
- ☐ Ensure that the High Skill teacher feels comfortable and there is room for observers to come into their room
- ☐ Discuss with teachers with Low Skill what their goals are during the observation, and provide them with ideas of things to look for
- ☐ 1 or 2 days prior, remind all teachers of the observation and goals for the observation
- ☐ Follow up with teachers after the observation to check in about what they noticed and if they plan to incorporate any changes into their own PACT lessons

Peer Observation: Video Recording

- ☐ Determine which High Skill teacher will be recorded teaching
- ☐ Ensure that the High Skill teacher has a recording device
- ☐ Determine which teachers with Low Skill will benefit from watching the recorded lesson
- ☐ Ensure that the High Skill teacher feels comfortable sharing their recording with all teachers who would benefit from watching
- ☐ Communicate to the teachers with Low Skill that they will receive a copy of the High Skill teacher's lesson to reflect on
- ☐ Discuss with teachers with Low Skill what their goals are during the observation, and provide them with ideas of things to look for when watching the video
- ☐ Determine when the High Skill teacher will make their recording
- ☐ Set a "due date" by when you would like teachers with Low Skill to have watched the recording
- ☐ After the "due date," follow up with teachers after the observation to check in about what they noticed and if they plan to incorporate any changes into their own PACT lessons

Public Praise

- Think about the teacher's skills and strengths
 - Do they have PACT-related skills?
 - Do they contribute to the school climate in a particular way?
- Review the *Ideas for Praising Teachers* document (Appendix B.9) and determine what you might want to praise
- When determining how to praise the teacher
 - Avoid general statements (e.g., "You are so upbeat")
 - Use specific statements AND link them to outcomes
 - "Your energy in the morning really brightens my day."
 - "Your desire to make the students interested in the reading is really clear. I am sure they feel it, too."
 - "I was really impressed with how you handled XYZ the other day. It really helped to diffuse the situation."
 - Be genuine—if you have to make up praise, don't do it
 - Praise things the teacher can control
 - Do not say "Your class is so good"
 - Do say "Your classroom management skills show in how well your students are behaving right now"
- Find a public location to deliver the praise (e.g., hallway with other teachers, PLC meeting, lunchroom)
- After delivering the praise, continue looking for things the teacher is doing well and continue sharing them

Mini-Leadership Opportunities

- ☐ Think about the teacher's skills and strengths
 - Do they have PACT-related skills?
 - Do they contribute to the school climate in a particular way?
- ☐ Review the *Ideas for Mini-Leadership* document (Appendix B.9) and determine what might be beneficial for the teacher to do
- ☐ Be mindful of workload. If a teacher has Low Skill, it may be that they are overwhelmed and burnt out. Adding more for them to do might make matters worse
- ☐ Be mindful of schedules. Some opportunities might not work for teachers based on their schedule
- ☐ Communicate to the teacher what leadership opportunity you think might be good for them
- ☐ Pay attention to the teacher's response. You may need to adjust or choose an alternate activity
- ☐ Once an activity is selected, support the teacher in making it happen
 - Do they need coverage?
 - Do they need materials and supplies?
- ☐ Follow up with the teacher afterward and check in

Ideas for Publicly Praising a Teacher		
School Culture	Classroom	Outside of School
<ul style="list-style-type: none"> • How does the teacher act in staff meetings? Could their contributions during staff meetings be highlighted? • Does the teacher have strong “hallway presence” with students? • Does the teacher represent school mindset, goals, or aspirations? • Does the teacher offer to lead school spirit events, such as pep rallies or dances? • Does the teacher have great bulletin boards or activities they do that can be highlighted? 	<ul style="list-style-type: none"> • Notice how students feel in the teacher’s classroom. Do they feel comfortable? Safe? • Does the teacher have a routine or instructional practice that should be highlighted to other teachers? • How does the teacher connect with students in the classroom? • How does the teacher handle challenging conversations in the classroom? • Does the teacher do something special for students? 	<ul style="list-style-type: none"> • Does the teacher support students outside of the classroom? For example, does the teacher attend sports events? Lead a club? Complete home visits? • Is the teacher involved in the community? • Does the teacher lead fundraisers or participate in a family association on behalf of the school? • Does the teacher spend time learning more about teaching outside of school? • Does the teacher support other teachers outside of school hours?

Ideas for Mini-Leadership Opportunities for Teachers		
School Culture: Could the teacher...	Classroom: Could the teacher...	Outside of School: Could the teacher...
<ul style="list-style-type: none"> • Make morning or afternoon announcements? • Lead a mini-PD for a staff meeting? A section of the PD? • Attend a leadership team meeting to discuss school climate and culture? • Share what they like about the school with a fellow teacher? • Lead a lesson in a different class? • Arrange a teacher lunch? • Attend an outside-of-school training on school-wide practices, such as socio-emotional learning? • Represent the school in a district-wide meeting? 	<ul style="list-style-type: none"> • Share a classroom practice they like with a fellow teacher (via email or in-person)? • Share materials with another teacher? • Lead a mini-PD or briefly share some of their classroom practices at a school-wide meeting? • Provide recommendations for instructional models for their grade or content area? • Invite novice teachers to observe a particular classroom practice or routine in their classroom? 	<ul style="list-style-type: none"> • Attend a sporting event or club event with a fellow teacher? • Highlight their students' out-of-school activities in their classroom? • Send parents a newsletter about what is happening in their classroom? • Help with a club or sporting practice for a day (and maybe get more involved in the future)? • Lead a mini-PD on community culture to new teachers (if the teacher is involved in the community outside of school)? • Attend conferences, district trainings, or other professional development opportunities (if funding is available)?

Note: Be careful not to push teachers into leadership opportunities and only have them engage in activities that they are excited and interested in. Pushing a teacher into something they do not want could cause them to further disengage. (See the To-do: Mini Leadership Opportunities in Appendix B.8 for considerations that should be made when selecting a leadership opportunity.)