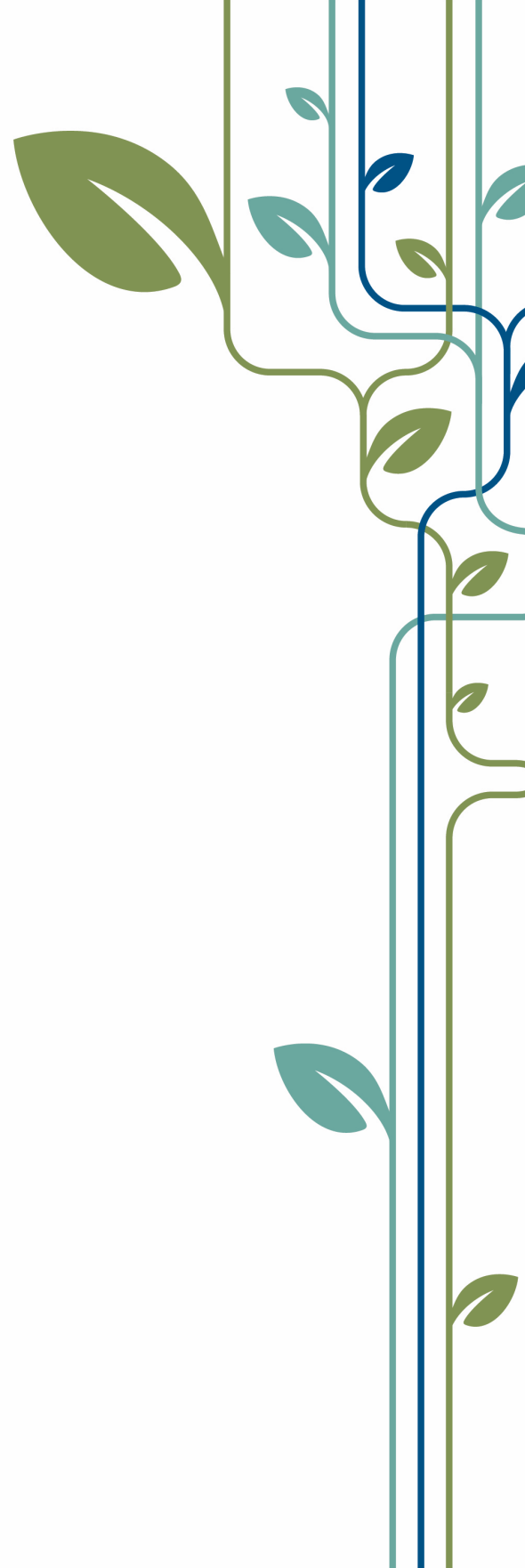




Georgia Association of Educational Leaders



# Literacy Leadership Institute I Day Two



Sherry St. Clair  
President, Reflective Learning LLC  
Twitter: @Sherrystclair  
Email: [sherry@reflecttolearn.com](mailto:sherry@reflecttolearn.com)

## Day Two Agenda

9:00-9:20-Welcome and Updates

9:20-10:20-The Engaged Literacy Classroom

10:20-10:35-Break

10:35-12:00-Meaningful Literacy Instruction

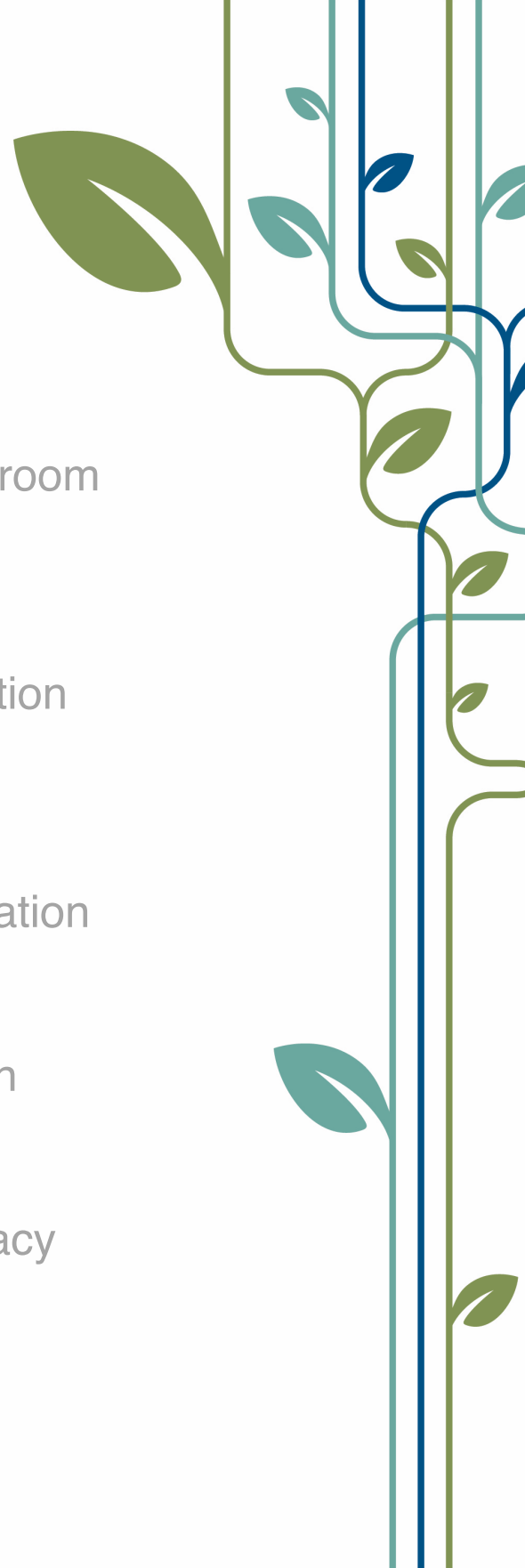
12:00-1:00-Lunch

1:00-1:20- Georgia Department of Education  
Update

1:20-2:00-Meaningful Literacy Instruction  
(continued)

2:00-2:45-Supporting SEL through Literacy

2:45-3:00-Closing/Questions



## Coaching & Observing Rigor: Reflection Questions



<p><b>Thoughtful Work</b></p>	<ul style="list-style-type: none"> <li>• What level of thinking is required for the work?</li> <li>• To what degree do students participate in learning tasks that require them to analyze, synthesize, evaluate, and/or create information?</li> <li>• How do the learning tasks give students the opportunity to adapt their knowledge to new activities?</li> <li>• What evidence demonstrates that students take responsibility for extending their learning beyond the task assigned?</li> <li>• How do students demonstrate an ability to pursue self-discovery?</li> <li>• To what extent do students take risks and self-select avenues to best represent their own thinking?</li> <li>• Specifically, how is the thoughtful work incorporating today's careers skills, and which ones?</li> </ul>
<p><b>High-Level Questioning</b></p>	<ul style="list-style-type: none"> <li>• To what extent are students exposed to questions that ascertain their ability to analyze, synthesize, evaluate, and/or create information?</li> <li>• What evidence do you find that students can create and respond to questions in ways that demonstrate their ability to analyze, synthesize, and/or evaluate information?</li> <li>• What evidence demonstrates that students are able to ask the teacher questions that show they are analyzing, synthesizing and/or evaluating information?</li> <li>• To what extent do students demonstrate independent thinking?</li> <li>• What evidence demonstrates that students are able to challenge the thinking of their peers?</li> <li>• What evidence demonstrates that students are able to ask classmates questions that probe for analysis, synthesis, and/or information evaluation?</li> <li>• To what degree do students respond to their classmates' rigorous questions without guidance from the teacher?</li> <li>• How do students explain their answers, using credible sources and reasoning, when responding to questions that require them to analyze, synthesize, and/or evaluate information?</li> <li>• How are high-rigor questions creating opportunities for students to apply today's career skills, and which ones?</li> </ul>

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## Coaching & Observing Rigor: Reflection Questions

Continued from previous page

<b>Academic Discussion</b>	<ul style="list-style-type: none"><li>• To what degree do students verbalize learned content through the correct use of content-rich academic vocabulary?</li><li>• To what degree do students primarily drive the discussion?</li><li>• What evidence demonstrates that students add value to the thoughts their classmates share?</li><li>• How do students stay engaged in academic conversations with their peers?</li><li>• What evidence demonstrates that students are able to justify their thinking with evidence?</li><li>• How are students taking responsibility to make unsolicited contributions to class discussions?</li><li>• To what degree do students make an effort to hear from all other students?</li><li>• What evidence demonstrates that students' thoughts matter to and are respected by all in the room?</li><li>• How do students ask for clarification when needed?</li><li>• How are academic discussions creating opportunities for students to apply today's career skills, and which ones?</li></ul>
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# HESS COGNITIVE RIGOR MATRIX (READING CRM):

## Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions



Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
	Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.			
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency &amp; accuracy</li> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> <li>Define/describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why (e.g., cause-effect)</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/ make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations</li> </ul>
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Use language structure (pre-/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts/details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<p>"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!</p>			
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept</li> </ul>			
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce				<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>



## INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		<b>Explicit SEL instruction</b>	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		<b>SEL integrated with academic instruction</b>	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
		<b>Youth voice and engagement</b>	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL		<b>Supportive school and classroom climates</b>	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		<b>Focus on adult SEL</b>	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
		<b>Supportive discipline</b>	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
		<b>A continuum of integrated supports</b>	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
FAMILY		<b>Authentic family partnerships</b>	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
		<b>Aligned community partnerships</b>	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
		<b>Systems for continuous improvement</b>	Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.

## TOOL: Indicators of Schoolwide SEL Walkthrough Protocol

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](#)

School \_\_\_\_\_ Observer Name(s) \_\_\_\_\_ Date \_\_\_\_\_

### Definitions

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across classrooms, the school building, and in collaboration with families and community partners. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students.

### Purpose

This protocol is designed to help school-based SEL teams and/or observers look for [indicators of schoolwide SEL](#). The protocol is designed to support the continuous improvement of schoolwide SEL implementation. School-based SEL teams can use data from this protocol to set schoolwide implementation goals, reflect on and track progress, and develop or adjust action plans. By rating the indicators of schoolwide SEL, the walkthrough protocol allows observers and teachers to [focus on feedback and development](#). It is not a comprehensive evaluation system, but should be one of multiple measures for coaching and feedback. Schools are encouraged to be inclusive by involving a broad range of stakeholders in use of this walkthrough protocol, which could also include students and family members.

### Design

This protocol is divided into two sections that allow observers to look for evidence of schoolwide SEL across multiple contexts:

- **Section 1: Classroom climate and practices.** This section provides guidance on observing classroom climates and practices. It is not intended to provide data on individual teacher or classrooms. Rather, it should be used to support teams tracking the progress of schoolwide SEL implementation *across* classrooms. Before beginning observations, it is helpful to explain to teacher the purpose of the visit and to observe multiple classrooms during different times of the day.
- **Section 2: Schoolwide systems and practices.** This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. In addition to observations in school common areas, it is necessary to have conversations with school staff, leadership, the SEL team, community partners, and students and/or their families to better understand how SEL is being implemented across contexts. When having conversations with these stakeholders, request relevant artifacts to help score the protocol accurately.

### Scoring

- When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence).
- Section 1**
- "4" indicates strong evidence that SEL is internalized and owned by teachers and students.
  - "3" indicates that classrooms are effectively promoting SEL but efforts are mostly teacher-led.
  - "2" indicates that classroom practices attempt to promote SEL but are inconsistent.
  - "1" indicates that there is not yet evidence that classroom practices are attempting to promote SEL through this item. If there was an opportunity to see something and it was not done, that should be a "1"



- Score “not observed” if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring “not observed” may be due to time constraints and not being in a classroom long enough to see a particular strategy or behavior.
- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

## Section 2

- “4” indicates strong evidence that SEL is seamlessly integrated into schoolwide systems and practices.
- “3” indicates that schoolwide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the school.
- “2” indicates that schoolwide systems and practices attempt to promote SEL but are inconsistent.
- “1” indicates that there is not yet evidence that schoolwide systems and practices are attempting to promote SEL through this item.
- Score “not observed” if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring “not observed” may be due to time constraints, not being in common areas long enough to see a particular strategy or behavior, or not being able to observe SEL practices and strategies that occur outside of the regular school day.
- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

## Procedure

- Classroom
  - Identify which classrooms you will visit before getting started, and let each teacher know the purpose of the walkthrough and how many observers to expect. It is important for them to know that you are not evaluating their classroom, and instead are observing SEL implementation in multiple classrooms and throughout the school building. It is good practice to share the results of the walkthrough once it is completed, since it is a learning opportunity for all educators in the building.
  - Be systematic and consistent with how long you spend in each observed classroom. This protocol was designed to be used with 15-minute visits to each classroom. This short of an interval allows observers to visit more classrooms and common areas. However, such a short interval can result in data that are less reliable. For example, only being in a classroom for 15 minutes means you will miss a lot of the instruction that will happen during rest of the day. Results of the walkthrough will be impacted by when you are and are not in each classroom. More accurate data can be collected if classrooms are visited for longer amounts of time of time. The most important factor is consistency in observations. If you observe one classroom for 30 minutes, be sure the rest of your classroom observations are also 30 minutes long.
  - Be mindful of how note taking can be perceived by educators. In some instances, it may make them feel uncomfortable, so consider not taking notes when you’re in the classroom. If you don’t take notes in the classroom you can write them down afterwards once leaving the room.
- Schoolwide
  - Before getting started, identify stakeholders who are available and willing to have a conversation about schoolwide SEL with observers. It is helpful when building leaders, educators, support staff, students, and families can provide their perspectives on schoolwide SEL and how it is being implemented.
  - Request artifacts that relate to schoolwide SEL to help with scoring this walkthrough protocol. Asking about artifacts before starting the walkthrough can identify SEL practices and strategies to look for. Asking about artifacts after the walk allows observers to follow upon SEL practices and strategies they observed in practice.
  - Identify which common areas you will observe before getting started. You will want to visit areas where students and adults are interacting, such as the main office, cafeteria, library, gymnasium, and outdoor spaces.
  - Make sure to time the walkthrough so you are in hallways during transitions.
  - Score this section of the protocol Score this section of the protocol after all common areas have been visited, and after having conversations with stakeholders and reviewing any artifacts they offered. Each of these will be important to draw upon when scoring this section.

## Section 1: Classroom Climate and Practices

*This section guides observers in looking for evidence of schoolwide SEL across classroom climate and practices. It is not intended to evaluate or assess individual teacher or classrooms. Before beginning the walkthrough, it is helpful to explain to teacher the purpose of the visit and to observe multiple classrooms during different times of the day.*

	4	3	2	1	Not Observed
<p><b>1. Supportive classroom climate</b>  <b>Classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.</b></p>					
<p><b>1a. Teacher-student relationships</b>  <b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>-Addresses each student by name</li> <li>- Response to student needs</li> <li>- Positive teacher language</li> <li>- Affirming student efforts</li> <li>-Students sharing ideas, perspectives, concerns</li> </ul>	<p>Virtually all students share their ideas, perspectives and concerns with their teacher and their peers.</p> <p>Teacher joins in students' activities, <b>positively communicates</b> and demonstrates warmth and enjoyment with students.</p> <p>Teacher <b>acknowledges students by name and affirms student</b> interests, efforts and accomplishments in the classroom.</p> <p>Teacher demonstrates awareness to and <b>responds to</b> students' needs and demonstrates that they <b>appreciate each student as an individual.</b></p>	<p>Over half of students share their ideas, perspectives and concerns with their teacher and their peers.</p> <p>Teacher acknowledges students by name and affirms student interests, efforts and accomplishments in the classroom.</p> <p>Teacher demonstrates awareness to and responds to student needs and demonstrates that they appreciate each student as an individual.</p>	<p>Less than half of students share their ideas, perspectives and concerns with their teacher and their peers.</p> <p>Teacher attempts to build a positive relationship with students.</p> <p>Teacher does not seem aware that some students are not participating fully in classroom activities</p>	<p>Students are not yet sharing their ideas, perspectives and concerns with their teacher. Teacher is primarily concerned with conveying content</p> <p>There is not yet evidence that the teacher has established positive relationships with all students.</p>	<p>Not Observed</p>
<p><b>1b. Cultural responsiveness</b>  <b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Teacher learns about students' cultures, backgrounds, talents, and interests.</li> <li>- Student experiences and identities reflected in classroom materials, curriculum, and/or instruction</li> <li>- Posted student work that reflects their identities, cultures, and/or life experiences</li> <li>-Students of all subgroups actively engaged in classroom activities</li> </ul>	<p>Virtually all students share about their lives and backgrounds.</p> <p>Students of all subgroups (e.g. race, gender) are <b>actively engaged and collaborate with one another</b> and try to <b>understand each other's perspectives.</b></p> <p>Teacher <b>encourages</b> students to <b>share</b> their stories with one another and to have <b>pride</b> in their history and linguistic and cultural identities.</p>	<p>More than half of students of all subgroups share about their lives and backgrounds.</p> <p>Teacher encourages students to share their stories with one another and to have pride in their history and linguistic and cultural identities</p> <p>Affirming materials, messages and images about students' racial and ethnic identities are present throughout the classroom</p>	<p>Less than half of students share about their lives and backgrounds.</p> <p>The teacher is somewhat using instructional practices that draw upon students' lived experiences.</p> <p>Teacher uses classroom materials and curriculum that are representative of diverse groups.</p>	<p>Students are not yet sharing about their lives and backgrounds.</p> <p>The teacher is not yet using instructional practices that draw upon students' lived experiences.</p> <p>There is no classroom library or other available materials that contain multicultural content that reflect the perspectives of and show appreciation for diverse groups yet.</p>	<p>Not Observed</p>

<p>Teacher affirms students' languages and cultural knowledge by integrating it into classroom conversations and using <b>materials incorporating students' racial and ethnic identities</b>.</p> <p><b>Students assume responsibility for routines and procedures</b> and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration.</p> <p>Teacher creates <b>predictability</b> in daily classroom routines, <b>cues</b> students for upcoming activities, and provides <b>reminders</b> when needed of classroom procedures.</p> <p>Classroom routines and procedures are <b>not overly restrictive and promote autonomy</b>.</p>	<p>A subset of students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration.</p> <p>Teacher provides students with clear guidance when introducing classroom activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers.</p> <p>At times, classroom routines and procedures were observed to restrict expression of student social and emotional competencies.</p>	<p>Students engage in familiar routines and procedures with comfort and ease.</p> <p>Teacher is beginning to provide students with guidance when introducing classroom activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers.</p> <p>Classroom routines and procedures tend to be restrictive and limit autonomy.</p>	<p>Students do not appear to be familiar with classroom routines and procedures, requiring teacher direction or narration.</p> <p>Clear routines and procedures are not yet developed.</p>		
<p><b>1c. Classroom routines and procedures</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Classroom activities introduced</li> <li>- Predictable routines and procedures</li> <li>- Routines and procedures promote expression of social and emotional competencies.</li> </ul>	<p>Students attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Teacher redirects any behavior challenges respectfully and discreetly and does so consistently across all students.</p> <p>Teacher is beginning to teach and offer tools and problem-solving strategies that students can use to resolve conflicts and monitor their own behaviors and emotions.</p>	<p>Few students attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Teacher's responds to behavior challenges respectfully but takes time away from lessons and/or does not effectively resolve the problem.</p> <p>The approach to student discipline in this classroom relies on punitive consequences, such as removing privileges.</p>	<p>Students are not regulating their behavior and emotions in the classroom.</p> <p>Teacher does not yet respond to behavior challenges respectfully or responds to student misbehavior in a way that is not consistent across all students.</p>		
<p><b>1d. Student-centered discipline</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Strategies/tools available for students to problem-solve and self-manage (e.g., reflection posters, reflection sheets, etc.).</li> <li>- Use of verbal and non-verbal cues to communicate and promote expected behaviors.</li> <li>- Reinforce desired behaviors.</li> <li>- Discreet redirection of problem behaviors.</li> </ul>	<p>Students use <b>problem-solving strategies and tools</b> to resolve conflicts.</p> <p>Teacher <b>redirects</b> any behavior challenges <b>respectfully and discreetly</b> by encouraging student reflection and use of <b>SEL strategies</b> and does so consistently across all students.</p> <p><b>Teacher models</b>, teaches and offers specific tools and <b>problem-solving strategies</b> that students can use to resolve conflicts, monitor their own behavior and emotions, repair relationships, and seek help when needed in the classroom.</p>	<p>Students attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Teacher redirects any behavior challenges respectfully and discreetly and does so consistently across all students.</p> <p>Teacher is beginning to teach and offer tools and problem-solving strategies that students can use to resolve conflicts and monitor their own behaviors and emotions.</p>	<p>Students attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Teacher redirects any behavior challenges respectfully and does so consistently across all students.</p> <p>Teacher is beginning to teach and offer tools and problem-solving strategies that students can use to resolve conflicts and monitor their own behaviors and emotions.</p>		

<p><b>1e. Community-building</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Opportunities for students to connect with each other (e.g., team talk, circles, morning meetings).</li> <li>- Physical space is set up to foster community (e.g., whole-group meeting spot, desks arranged for collaboration).</li> <li>- Classroom shared agreements posted.</li> </ul>	<p><b>Virtually all students contribute</b> to class discussions, take an active role in supporting their peers, and there is a <b>strong sense of inclusivity.</b></p> <p><b>Teacher models warm and respectful classroom interaction</b> and provides frequent opportunities for students to dialogue and get to know one another.</p> <p>Shared agreements are present in the classroom but may not be referenced directly.</p> <p>The classroom is set up in a way that promotes student interaction.</p>	<p>More than half of students contribute to class discussions and participate in activities.</p> <p>Teacher models respectful classroom interaction and provides frequent opportunities for students to dialogue and get to know one another.</p> <p>Shared agreements are present in the classroom but may not be referenced directly.</p> <p>The classroom is set up in a way that promotes student interaction.</p>	<p>Less than half of students contribute to class discussions and participate in activities.</p> <p>Teacher provides some opportunities for students to get to know one another.</p> <p>The classroom is set up in a way that promotes student interaction.</p>	<p>Student are not yet contributing to class discussions and participating in activities.</p> <p>Teacher does not yet use strategies to help students get to know one.</p> <p>The classroom is not yet set up in a way that promotes student interaction.</p>
<b>2. Explicit SEL instruction</b>				
<b>Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.</b>				
<p><b>2a. Explicit SEL instruction</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Evidence of a SEL program (e.g., posters, circles, related student work, student-of-the-day stickers).</li> <li>- Structured SEL lessons.</li> </ul>	<p>Students lead routines or learning activities and regularly connect their perspectives and experiences to instruction.</p> <p>Virtually all students are <b>actively engaged in explicit SEL instruction</b>, reflecting on their own social and emotional competencies, <b>and practicing</b> the skills they are learning with peers</p> <p>Teacher provides <b>developmentally appropriate direct instruction on social and emotional skills.</b></p> <p>Instruction consistently employs active forms of learning, containing activities that clearly emphasize developing personal and social skills, and targets</p>	<p>More than half of students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers.</p> <p>Teacher provides developmentally appropriate direct instruction on social and emotional skills.</p> <p>Instruction mostly employs active forms of learning, containing activities that emphasize developing personal and social skills, and targets specific social and emotional skills.</p>	<p>Less than half of students are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers.</p> <p>Teacher provides some opportunities for students to practice social and emotional skills in ways that are mostly developmentally appropriate and culturally responsive.</p> <p>Instruction targets specific social and emotional skills, but learning is somewhat passive.</p>	<p>Students are not yet participating in explicit SEL instruction.</p> <p>Teacher does not yet provide direct instruction on explicit social and emotional skills.</p> <p>There are little to no opportunities for students to practice social and emotional skills.</p>

	<p>specific social and emotional skills. Teacher provides time for students to practice what they are learning.</p>				
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<p><b>3. SEL integrated with academic instruction</b> SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. This enables ongoing practice of SEL skills and strengthens teaching and learning of academic content.</p>					
<p><b>3a. Fostering academic mindsets</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Visible materials or discussion about mindsets (e.g., growth vs. fixed)</li> <li>- Positive verbal and/or non-verbal expectations communicated.</li> <li>- Evidence that students are able to redo work when they make mistakes.</li> <li>- Challenges normalized and mistakes framed as opportunities</li> </ul>	<p>Virtually all students are actively engaged in academic tasks and discussions.</p> <p>Students <b>provide constructive feedback to their classmates</b>, share their thinking and discuss different approaches or answers to questions.</p> <p>Teacher sets <b>high expectations</b> and expresses confidence that all students <b>can persevere</b> through challenging material.</p> <p>Teacher <b>facilitates discussions that honor more than one right answer</b> and expresses interest in students' thinking.</p> <p>Teacher provides specific and frequent <b>feedback for improvement and offers students opportunities to fix mistakes.</b></p>	<p>More than half of students are engaged in academic tasks and discussions.</p> <p>Students share their thinking and discuss different approaches or answers to questions.</p> <p>Teacher sets high expectations for all students and expresses confidence that all students can persevere through challenging material.</p> <p>Teacher expresses interest in student thinking and offers students opportunities to fix mistakes.</p> <p>The teacher provides additional support to guide students through challenges when needed.</p>	<p>Less than half of students are engaged in academic tasks or discussions.</p> <p>Teacher sets high expectations for all students and offers students opportunities to fix mistakes.</p> <p>The teacher provides additional support to guide students but may jump in with the answers rather than allow for productive struggle</p>	<p>Students are not yet engaged in academic tasks or discussions.</p> <p>The teacher does not yet communicate high expectations for all students.</p>	

<p><b>3b. Aligning SEL and academic objectives</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- SEL standards and/or SEL learning objectives embedded into a academic learning.</li> <li>- Connecting SEL competencies to academic content.</li> <li>- Students self-assess and/or reflect on use of SEL competencies.</li> </ul>	<p>Virtually all students regularly share their perspectives on <b>how social and emotional competencies connect to what they're learning</b> and initiate reflection on their own social and emotional development.</p> <p>Teacher engages students in meaningful discussions that make <b>connections between SEL and academic content.</b></p> <p>Teacher provides time and guidance for <b>student reflection</b> on social and emotional competencies.</p> <p><b>SEL standards and/or learning objectives</b> are specified by the teacher and are embedded into instruction.</p>	<p>Most students share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development.</p> <p>Teacher engages students in meaningful discussions that connect SEL to academic content.</p> <p>Teacher is starting to facilitate student reflection on social and emotional competencies.</p> <p>SEL standards and/or learning objectives are not yet specified by the teacher.</p>	<p>Some students share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development.</p> <p>Teacher is beginning to engage students in discussions that connect SEL to academic content.</p> <p>SEL standards and /or learning objectives are not yet specified by the teacher.</p>	<p>Students do not yet reflect on social and emotional competencies and make connections to what they're learning.</p> <p>Teacher does not attempt to engage students in discussion that connects SEL to academic content and does not yet facilitate student reflection on social emotional competencies.</p> <p>There is not yet evidence that SEL standards, goals, or learning objectives /guidelines inform instruction.</p>
<p><b>3c. Interactive pedagogy</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Extent to which teacher facilitates discussions and activities with high levels of student engagement</li> <li>- Student self-assessment and/or reflection that occurs during lessons.</li> <li>- Teacher's use of cooperative structures (e.g., turn to your partner).</li> <li>- Students' collaboration with each other</li> <li>- Ratio of student to teacher speech</li> </ul>	<p><b>Student talk time exceeds teacher talk time</b> during instructional time with more than half of students provide input during group discussions.</p> <p>Virtually all students <b>collaborate effectively</b> with one another to complete learning tasks and monitor their own interactions to ensure input from all group members.</p> <p>Teacher uses <b>cooperative learning activities</b> that encourage all students to apply social and emotional skills to engage with academic content.</p> <p>Teacher provides opportunities for students to discuss and <b>reflect</b> on how they are working together as a group and how they can ensure all ideas are heard.</p>	<p>Student talk is equal to teacher talk during instructional time with half of students providing input during group discussions.</p> <p>Teacher uses lesson activities that engage students in meaningful discussion and collaboration around their learning.</p> <p>Classroom discussions and cooperative learning opportunities are structured to help ensure most students' ideas are heard.</p>	<p>Students do less than half the talking during instructional time with less than half of students provide input during group discussions.</p> <p>Teacher tries to use instructional practices that engage students in discussion and collaboration.</p> <p>Teacher talk, or the voices of a small group of students, may dominate the lesson.</p>	<p>Student talk and interaction is minimal.</p> <p>There is not yet evidence that the teacher uses instructional lessons that engage students in discussion and collaboration.</p> <p>Instruction is largely teacher-driven.</p>

**4. Youth voice and engagement (classroom level)**  
 Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.

<p><b>4a. Youth voice and engagement</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Students' contributions to/leadership in the classroom.</li> <li>- Student voice and/or choice in learning activities</li> <li>- Opportunities for students to share their opinions and devise strategies for classroom improvement.</li> <li>- Displays of student work</li> <li>- Displays of class survey results</li> </ul>	<p>Students co-design and lead their own approaches to learning, and regularly drive classroom discussions as developmentally appropriate.</p> <p>Virtually all students give input when making choices about classroom projects, operations, and/or routines.</p> <p>Teacher provides students with developmentally appropriate opportunities to contribute to decision-making around classroom projects, operations, or routines.</p> <p>Teacher designs instruction around students' interest/motivation and provides frequent opportunities for students to express their point of view, co-construct knowledge, and make choices about their learning.</p>	<p>More than half of students give input on classroom projects, operations, and/or routines.</p> <p>More than half of students take on developmentally appropriate leadership roles in the classroom.</p> <p>Teacher offers meaningful choices for students to select from and designs instruction around students' interest/motivation.</p> <p>Teacher provides opportunities for many students to take developmentally appropriate leadership roles in the classroom.</p>	<p>Less than half of students have leadership opportunities in the classroom.</p> <p>Teacher offers meaningful choices for students to select from.</p> <p>Teacher provides opportunities for a few students to take developmentally appropriate leadership roles in the classroom.</p>	<p>Students have minimal input into classroom activities.</p> <p>Learning is predominantly teacher-driven.</p>
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## Section 2: Schoolwide Systems and Practices

This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. For this section, it may be beneficial to include conversations with school staff, leadership, the SEL team, community partners, and students and/or their families to better understand the ways strategies occur within their respective contexts and to review relevant artifacts, along with observations of school common areas.

School	4	3	2	1	Not Observed
<p><b>1. Youth voice and engagement (school level)</b></p> <p>Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem-solvers, and decision-makers.</p>					
<p><b>1a. Youth voice and engagement</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- There is evidence of student participation (via surveys, journal writing, or other products).</li> </ul>	<p>There are meaningful, developmentally appropriate opportunities for all students to share their opinions, take on leadership roles, devise strategies for school improvement, and inform</p>	<p>Most students have developmentally appropriate opportunities to elevate their voice and leadership skills. Students are invited to share their opinions and inform decision-making.</p>	<p>Student leadership opportunities are limited to structures like student government, where few students have opportunities to participate. At times, students are invited to share their opinions and inform decision-making.</p>	<p>The school does not yet invite students to share opinions or take on leadership roles.</p>	

<ul style="list-style-type: none"> <li>- Students serve on decision-making and/or advisory teams.</li> <li>- There is evidence of service-learning projects or student-led awareness campaigns.</li> </ul>	<p>decision-making around issues that they prioritize.</p>				
<p><b>2. Supportive school climate</b> The schoolwide learning environment is supportive, culturally responsive, and focused on building relationships and community.</p>					
<p><b>2a. Sense of community and safety</b> <b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- SEL-focused schoolwide norms are displayed in common areas.</li> <li>- Students and staff model social and emotional competencies.</li> <li>- There are inviting, well-maintained common areas.</li> <li>- A variety of meaningful, creative, and recent student work is prominently displayed.</li> </ul>	<p>Culturally responsive and collaboratively developed schoolwide norms clearly convey how all staff and students agree to interact with each other. Clear routines and procedures are evident and contribute to the safety of students and staff in common areas. Students and staff consistently model schoolwide norms and social and emotional competencies.</p>	<p>Clear schoolwide norms for interactions are evident throughout the school. Routines and procedures are mostly followed. Students and staff can navigate common areas safely. Most students and staff model schoolwide norms and social and emotional competencies.</p>	<p>Norms are present in some areas but not consistently followed or reinforced. Routines and procedures are unclear in some areas, but students and staff can navigate most common areas safely. Some students and staff model norms and social and emotional competencies.</p>	<p>There is no evidence that schoolwide norms have been developed yet. Safety may be a concern for students and staff.</p>	
<p><b>2b. Staff and student relationships</b> <b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Staff greet students as they arrive at school and at class, and in the halls as appropriate.</li> <li>- Staff demonstrate knowledge of students on a personal level.</li> </ul>	<p>Staff engage regularly in positive and encouraging interactions with students in common areas. At times, students initiate these interactions. Staff demonstrate knowledge of students on a personal level. Feedback around norms for common spaces is shared in a way that respects students' dignity.</p>	<p>Staff have mostly positive interactions with students in common areas. Feedback around norms for common spaces is shared in a way that respects students' dignity.</p>	<p>Staff have mostly neutral interactions with students in common areas. At times, feedback around norms in common spaces is negatively framed.</p>	<p>Staff have limited or frequently negative interactions with students in common areas.</p>	
<p><b>2c. Staff relationships</b> <b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Staff greet one another in the halls as appropriate.</li> <li>- Staff demonstrate knowledge of one another on a personal level.</li> </ul>	<p>School staff are highly supportive of one another. Interactions are friendly and respectful. Staff seek out collaborative relationships.</p>	<p>School staff are supportive of one another. Interactions are friendly and respectful.</p>	<p>Staff mostly interact professionally with one another but do not show active support for one another.</p>	<p>Staff do not regularly interact with each other or have negative staff relationships.</p>	
<p><b>2d. Student relationships</b> <b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Student interactions that are respectful, friendly, and inclusive.</li> </ul>	<p>Students seem to genuinely care for one another and hold one another accountable for respectful interactions. There is a sense of inclusivity among all students.</p>	<p>Student interactions are respectful and friendly.</p>	<p>Students are somewhat respectful to peers, but they may have a few conflicts.</p>	<p>Students are routinely disrespectful to one another and/or have frequent conflicts with peers.</p>	



<p><b>3. Focus on adult SEL</b> Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community.</p>				
<p><b>3a. Focus on adult SEL</b> <b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- There are documented staff shared agreements.</li> <li>- SEL is integrated into staff meetings.</li> <li>- Staff model social and emotional competencies through their interactions.</li> </ul>	<p>Staff have regular <b>professional learning</b> opportunities to cultivate adult SEL and SEL strategies. Most staff are regularly engaged in collaborative learning or planning, and <b>SEL practices are embedded in all staff meetings</b>. Staff consistently model social, emotional, and cultural competencies through their interactions.</p>	<p>Staff have many opportunities to cultivate adult SEL and SEL strategies. Some staff are engaged in collaborative learning or planning, and SEL practices are embedded in some meetings. Many staff model social, emotional, and cultural competencies through their interactions.</p>	<p>SEL topics or practices are occasionally included in staff professional learning or meetings. Few structures exist for staff to collaboratively learn or plan. Some staff model social, emotional, and cultural competencies through their interactions.</p>	<p>SEL is infrequently or not yet part of staff practices, meetings, or professional learning. Few staff model social, emotional, and cultural competencies through their interactions.</p>
<p><b>4. Schoolwide supportive discipline</b> Schoolwide discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.</p>				
<p><b>4a. Supportive discipline</b> <b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- A student code of conduct promotes instructive, restorative, and developmentally appropriate discipline policies and practices.</li> <li>- There is evidence of circles/other restorative practices.</li> </ul>	<p>Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data to ensure <b>equitable</b> outcomes for students. Staff follow <b>documented policies and procedures</b> and are <b>highly-instructive, and developmentally appropriate behavioral responses</b>.</p>	<p>Schoolwide discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data a few times a year to ensure equitable outcomes for students. Staff mostly follow documented policies and procedures, and most staff use restorative, instructive, and developmentally appropriate behavioral responses.</p>	<p>Schoolwide discipline policies and procedures are documented and mostly avoid exclusionary discipline. Staff examine discipline data a few times a year, but do not effectively use data to ensure equitable outcomes. Staff are inconsistent at following documented policies and procedures. Staff inconsistently use restorative, instructive, and developmentally appropriate behavioral responses.</p>	<p>Schoolwide discipline policies and procedures are punitive, subjective, or not well documented. Staff responses to student behaviors are ineffective, punitive and/or inequitable.</p>
<p><b>5. A continuum of integrated supports</b> SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.</p>				
<p><b>5a. A continuum of integrated supports</b> <b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- The SEL team meets regularly with the team or staff responsible for reviewing student referrals and assignments to interventions to ensure coordination and alignment of social and emotional support.</li> </ul>	<p>Academic and behavior supports offered at all tiers meet the needs of all students. <b>SEL language, practices, and priorities are embedded in planning, implementation, and progress monitoring of academic and behavioral supports at all tiers.</b></p>	<p>Academic and behavior supports offered at all tiers meet the needs of most students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of most academic and behavioral supports.</p>	<p>Academic and behavior supports offered at all tiers meet the needs of some students. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of some academic and behavioral supports.</p>	<p>The school has not developed a continuum of supports; OR SEL is not yet included in planning, implementation, and progress monitoring of academic and behavioral supports.</p>

Family and Community		6. Authentic family partnerships				7. Aligned community partnerships	
		4	3	2	1	Not Observed	
Families and school staff have many and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.							
<p><b>6a. Authentic family partnerships</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- There are family-facing newsletters and evidence of two-way communication between families and teachers.</li> <li>- <b>There is evidence of family participation in family nights, school events, surveys, etc.</b></li> <li>- Families are represented on the SEL team.</li> </ul>	<p>The school offers <b>regular, meaningful opportunities for families to share ideas and feedback</b> on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend. School decision-making teams, including the SEL team, have <b>representation from family members</b>.</p>	<p>The school offers several meaningful opportunities for families to share ideas and feedback on strategies for supporting students' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend.</p>	<p>The school offers some opportunity for families to share feedback on strategies for supporting students' social, emotional, and academic development.</p>	<p>Families do not yet have opportunities to share feedback on strategies to support students' social, emotional, and academic development.</p>			
<p><b>6b. Family-school relationships</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Staff greet and welcome families.</li> <li>- Family-staff interactions are warm and collaborative.</li> <li>- Family responses to school surveys.</li> </ul>	<p>Most families report respectful, collaborative, and trusting relationships with staff. School regularly <b>collects and reviews data</b> on how families feel about their relationships with staff and the families themselves.</p>	<p>Most families report respectful, collaborative, and trusting relationships with staff. School has collected some data on how families feel about their relationships with staff.</p>	<p>Staff interactions with family appear mostly respectful, but the school has not collected data on how families feel about their relationships with staff.</p>	<p>Staff interactions with family are limited or not consistently respectful.</p>			
<p><b>7. Aligned community partnerships</b></p> <p>School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.</p>							
<p><b>7a. Aligned community partnerships</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Community partners and/or out-of-school time staff are represented on the SEL team.</li> <li>- There is designated space within the school for community partners to store supplies, conduct work, etc.</li> <li>- Leadership and staff regularly discuss the supports or programs community partners.</li> </ul>	<p>School staff and community partners have established, and consistently use, <b>common language</b> around SEL. School leaders and other staff <b>meet regularly</b> with community partners to plan and execute <b>aligned strategies and communication</b> around all SEL-related efforts and initiatives that occur during the school day and out-of-school time.</p>	<p>School staff and community partners have established some common language around SEL. School staff meet occasionally with community partners to discuss aligning strategies and communication around SEL-related efforts and initiatives that occur during the school day and out-of-school time.</p>	<p>School staff and some community partners have established some common language to discuss SEL. School staff and community partners are becoming familiar with each others' strategies and communication around SEL-related efforts.</p>	<p>Staff and community partners still work primarily independently, without intentional alignment.</p>			

## Continuous Improvement

	4	3	2	1	Not Observed
<b>8. Systems for continuous improvement</b> Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.					
<b>8a. Systems for continuous improvement</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- Staff meet regularly to discuss data and engage in continuous improvement cycles.</li> <li>- There are newsletters, emails, and posted communications about SEL.</li> <li>- School-level data is communicated with stakeholders in a easy to understand way.</li> <li>- Data elevates youth voice by addressing student perceptions of their learning environment, as well as their strengths and needs.</li> </ul>	<b>Roles, responsibilities, and timelines</b> are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data includes <b>student perceptions</b> of their learning environment and provides opportunities to <b>examine equity</b> in students' experiences and outcomes. Data is <b>regularly shared</b> with administrators, teachers, school-site support staff, students, families, and community partners. The SEL team uses a <b>structured process to engage these stakeholders</b> in determining next steps and creating action plans.	Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data provides opportunities to examine equity in students' experiences and outcomes. Data on schoolwide SEL is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners.	Roles, responsibilities, and timelines may be inconsistent for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data on schoolwide SEL is occasionally shared with some stakeholders.	Roles, responsibilities, and timelines are not yet established for collecting and reflecting on data to improve SEL-related systems, practices, and policies.	

## Coaching Through Resistance

Possible Causes	How Coaches Can Help
<b>1</b> <b>People just lack the motivation to change.</b> <i>High Resistance to Change</i>	
<ul style="list-style-type: none"> <li>• Exhaustion</li> <li>• Overwhelmed</li> <li>• Might no longer see themselves as people capable of climbing over the exhaustion</li> </ul>	<ul style="list-style-type: none"> <li>• Take goals and break them into smaller more manageable steps.</li> <li>• Use positive social pressure (i.e. asking all teachers to share a strategy they tried at the next meeting).</li> <li>• Have private conversations with those who still resist change even after your otherwise successful efforts to motivate people.</li> <li>• Reassure them you are a safe place where they can share their fears.</li> <li>• Don't allow them to slow the momentum of the school or let their resistance become an endpoint for school-wide growth.</li> <li>• As a coach, maintain control and do not let go of the goal.</li> </ul>
<b>2</b> <b>People don't believe there is a need for change.</b> <i>High Resistance to Change</i>	
<ul style="list-style-type: none"> <li>• A problem of logic exists</li> <li>• Exacerbated by data</li> </ul>	<ul style="list-style-type: none"> <li>• Coach struggling to break it down the need for change logically and persuasively.</li> <li>• Use the data to strike an emotional chord.</li> <li>• Show them how a problem might snowball and impact actual lives.</li> </ul>
<b>3</b> <b>"We've never done that before."</b> <i>High Resistance to Change</i>	
<ul style="list-style-type: none"> <li>• People are prone to resisting steps they've never taken before.</li> <li>• No proof it will work</li> <li>• Seen as a waste of time</li> <li>• Common to see this where there is a high fear of failure</li> </ul>	<ul style="list-style-type: none"> <li>• Look for threads in the environment or past initiatives that relate to what you are sharing.</li> <li>• Anchor the unfamiliar in the familiar.</li> <li>• Try fitting the new into a pre-existing structure.</li> </ul>
<b>4</b> <b>People were enthusiastic but then lost momentum.</b> <i>Medium/High Resistance to Change</i>	
<ul style="list-style-type: none"> <li>• Disappointment in results to date can cause people to lose faith in themselves and/or their colleagues</li> <li>• Results of change efforts do not materialize as quickly as people expected or wanted</li> </ul>	<ul style="list-style-type: none"> <li>• Remind teachers how far they have come up to this point.</li> <li>• Enumerate and praise specific achievements where possible.</li> <li>• Teach a growth mindset.</li> <li>• Support momentum by reminding people that they are achieving objective and are getting closer to goals every day.</li> </ul>
<b>5</b> <b>People are stuck in analysis paralysis.</b> <i>Medium Resistance to Change</i>	
<p>People are so inundated with data and can't see a way out.</p>	<ul style="list-style-type: none"> <li>• Pick an exit point (no matter how small or unsure) then use emotion to convince people to take a leap and try a solution.</li> </ul>

Possible Causes	How Coaches Can Help
<b>6</b> <b>“I’ll get to that change tomorrow.”</b> <i>Medium Resistance to Change</i>	
<ul style="list-style-type: none"> <li>• Sometimes procrastination is at the root of resistance.</li> <li>• Usually a symptom of being overwhelmed</li> </ul>	<ul style="list-style-type: none"> <li>• Shrink the problem down so it can’t overwhelm.</li> <li>• Put the big picture aside and ask teachers to think about one thing they can do this week.</li> <li>• If they still resist, ask, “What can you commit to try this week?”</li> <li>• Build in accountability.</li> <li>• Ask them to report back to you how it went.</li> <li>• The main point is to get people to do the task, not assess it.</li> </ul>
<b>7</b> <b>People are certain “it will never work.”</b> <i>Medium Resistance to Change</i>	
<ul style="list-style-type: none"> <li>• Might no longer see themselves as people capable of climbing over the exhaustion</li> <li>• People have been inundated with initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Show them it will work.</li> <li>• Prove them wrong, with patience and empathy.</li> <li>• Acknowledge concerns and fears, but don’t let them stay there.</li> <li>• Look for schools where “it” is working and visit or do a video conference.</li> <li>• Find a classroom to visit where “it” is working.</li> <li>• Find ways to give voice to educators who are well developed in this area.</li> <li>• Look to other schools to visit or do video conference.</li> </ul>
<b>8</b> <b>“We know we should be doing this, but we’re not.”</b> <i>Medium Resistance to Change</i>	
<ul style="list-style-type: none"> <li>• Knowing isn’t enough</li> <li>• Often stems from exhaustion</li> </ul>	<ul style="list-style-type: none"> <li>• Break down plans into smaller, more manageable parts.</li> <li>• Collaboration and accountability can be very powerful here.</li> <li>• Suggest people work in pairs or teams to build in natural accountability.</li> </ul>
<b>9</b> <b>Most people agree change is needed, but nothing is happening.</b> <i>Medium Resistance to Change</i>	
<ul style="list-style-type: none"> <li>• People cannot see the path forward due to lack of clarity.</li> <li>• People only see a roadblock.</li> </ul>	<ul style="list-style-type: none"> <li>• Make the end goal explicit and understood.</li> <li>• Vision Cast</li> <li>• Work from a series of smaller goals to light the path.</li> <li>• Look for roadblocks that could be standing in their way.</li> <li>• Refocus educator on growth mindset.</li> <li>• Make sure you, as the coach, believe in your colleagues’ abilities and express it to them.</li> </ul>

\*Based on the work from *Coaching Redefined: A Guide to Leading Meaningful Instructional Growth* by Sherry St. Clair and *Switch: How to Change Things When Change is Hard* by Chip Heath and Dan Heath.