Instructional Coach: Match the evidence to the Look For

- Review the "Look Fors" for Instructional Coach
- Identify the passage(s) from the teacher leader's submission that demonstrates each look for.
- Place, or tape each passage under the appropriate look for.

Look for 1: Based on the responses to the questions in the snapshot, it is clear that the team engaged in a coherent inquiry cycle that included implementation of instructional strategies that addressed the instructional gaps identified by the team.	**Look for 2:** The snapshot includes a critical analysis of changes in teacher practice that reflects a strong understanding of progress made and the instructional gaps that remain and explicitly references a research-based framework (IPG)	**Look for 3:** The snapshot includes clear and appropriate next steps to advance teacher learning.

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[As a result of the instructional gaps identified by the team] it was agreed that students needed **a tool that would pull them through the reading material with purpose and clarify, but at the same time enhance their degree of understanding in a timely fashion.** After reading from Hattie's *Visible Learning for Teachers: Maximizing Impact on Learning* and Manz's "A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES" the team settled on a tool that relies on the well-examined strategy of pre-reading. THIEVES "is an acronym for *title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary*. Students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to preview a text. Students discuss what information they "*stole*" from the chapter (Manz, 2002)." To be sure, such a robust strategy (especially when properly converted to habit) will do precisely what is asked of by Core Action Three, in that it sets students up to be more successful in their eventual reading task by giving them a methodology for entering novel text. Not only that, but it invites/demands students begin analyzing immediately by responding to a mixture of questions that range from low to higher order.	**Students were observed to move through the tool with a high degree of independence.** The primary learning gap had been student's difficulty in transitioning from one task to the next in a way that led to comprehension and understanding. **THIEVES as a strategy for pre-reading addressed both aspects of the learning gap, and all instructors have said that they will use it again outside the scope of our inquiry team's work.** Overall as a group the average rating went from 2.3 to 3.6 (+1.3). Also of note, is that Indicator B and E saw the most growth each going from pre-inquiry group average of 2 to a post-inquiry rating of 3.7. At the outset of the inquiry cycle our goals were largely about student grit when not actively supported by teacher proximity or facilitation. Indicator 'B' is precisely about perseverance, and E provides a nice compliment as it demands that teachers pay attention to foundational skills, which when missing are often the *cause* of a student's giving up.	As the end of the year approaches our school routinely engages in shares of best practices. In fact, there is already time carved out for a full staff debrief of all the inquiry teams' findings. At these shares it is typical for a member of the inquiry team to present not only the team's findings but the process as well. Highlighting the process allows for a discussion of next steps and theories about how to apply a strategy in different contexts and how to elevate the use of the strategy to yet another level in order to enhance student learning outcomes. As a team leader I will invite others into my classroom to observe the practice in action, or volunteer to co-plan a lesson with them highlighting the use of the THIEVES protocol. One thing that may make this practice spread even faster is the development of the generic lesson plan template into which teachers can insert an infinite number of text-based lessons.