

Portfolio Directions '20-'21

Please **read the entire task** before responding to any prompts or directions.

ICG Coaching Certification is a demonstration of current, accomplished instructional coaching practice according to the Impact Cycle model developed by Jim Knight. It is not a training module, an introductory online course, or a “train the trainers” process; rather, it involves veteran instructional coaches providing evidence of their exceptional coaching practice.

TASK

Entry 1: The Impact Cycle

Task Objective: *This task asks the coach-candidate to demonstrate evidence that they know the stages of the Impact Cycle, understand the complexities of working with adults on their goals for their students, and are consistently working with teachers in setting and achieving goals in Impact Cycles.*

When choosing a teacher and an Impact Cycle for this entry, consider:

- Does the coach’s work on the teacher’s PEERS goal meet the requirements below for the entry (i.e., does the coach have video clips of the interactions that require a video submission, does the coach have the required number of data pieces, etc.)?
- Did the teacher’s students achieve the PEERS goal? (Modifications to the process may occur during the Impact Cycle process, but achieving the goal is a requirement for this entry.)
- If a coach’s work does not meet the entry requirements, then we suggest picking a different Impact Cycle that aligns more fully with the requirements, or we suggest delaying registering for candidacy until the coach’s Impact Cycle work reflects the requirements of the entry.

For this task, you must submit the following evidence.

Section 1A: Identify Phase

(The teacher [referred to throughout as “Impact Cycle Teacher”] and the PEERS goal must be the same in sections 1A, 1B, and 1C.)

Artifact	Format
<p>Video 1A: Video showing the Impact Cycle Teacher’s classroom before the PEERS goal is set.</p>	<ul style="list-style-type: none">● video clip is no more than 5 minutes long● video clip includes the Impact Cycle Teacher● entire clip is fully audible● video clip is ideally the footage used to get a picture of current reality in the classroom
<p>Video 2A: Video of a coaching conversation showing the coach and the Impact Cycle Teacher discussing which data will be collected and how to gain a clear picture of current reality in the classroom</p>	<ul style="list-style-type: none">● video clip is no more than 5 minutes long● video clip includes both the coach and the Impact Cycle Teacher● entire conversation is fully audible
<p>Written Material 1A: A PDF document containing any of the student interviews, samples of student work, and/or observation data that the Impact Cycle Teacher used to gain a clear picture of current reality</p>	<ul style="list-style-type: none">● no more than 10 pages long● any pages beyond these parameters will not be scored● all pages are saved and submitted with all written materials for Entry 1A as a single PDF document

<p>Video 3A: Video showing the coach and the Impact Cycle Teacher engaging in the Identify Questions conversation</p>	<ul style="list-style-type: none"> ● video clip is no more than 10 minutes long ● video clip includes both the coach and the Impact Cycle Teacher ● entire conversation is fully audible
<p>Written Material 2A: A PDF copy of the written PEERS goal that the Impact Cycle Teacher developed with the coach after the Identify Questions conversation</p>	<ul style="list-style-type: none"> ● PEERS goal is a complete sentence ● PEERS goal includes all elements of PEERS ● PEERS goal is saved and submitted with all written materials for Entry 1A as a single PDF document
<p>Written Material 3A: A copy of at least 10 PEERS goals that the coach set and achieved with 10 different teachers</p>	<ul style="list-style-type: none"> ● does not include the PEERS goal for the Impact Cycle Teacher ● each goal must be a complete sentence ● each goal must include all elements of PEERS ● all PEERS goals are saved and submitted with all written materials for Entry 1A as a single PDF document
<p>Written Material 4A: Complete PEERS goal data for each PEERS goal in Written Material 3 that shows the data tracking from baseline to achieving the PEERS goal</p>	<ul style="list-style-type: none"> ● does not include the PEERS goal data for the Impact Cycle Teacher ● each PEERS goal must have data that show its progress over time (baseline data, at least two checkpoints between baseline and achieving the PEERS goal, and final data once the PEERS goal was achieved)

	<ul style="list-style-type: none"> ● data for each PEERS goal must be clearly labeled to correspond with Written Material 3A and must include an explanation of why the data were measured in the manner they were ● all data are saved and submitted with all written materials for Entry 1A as a single PDF document
<p>Written Material 5A: The coach’s complete instructional playbook (as described in Knight, Hoffman, Harris, & Thomas, 2020)</p>	<ul style="list-style-type: none"> ● includes <ul style="list-style-type: none"> ● a Table of Contents (a listing of instructional strategies in the areas that teachers most frequently request support), ● a One-Page Summary for each strategy on the Table of Contents, sufficient Checklists for each strategy, ● and an explanation of the coaching audience and how the playbook meets their current needs ● playbook is saved and submitted with all written materials for Entry 1A as a single PDF document
<p>Written Material 6A: Teacher feedback form from the Impact Cycle Teacher that follows the template provided by ICG and confirms</p> <ul style="list-style-type: none"> ● the partnership relationship between the Impact Cycle Teacher and the coach 	<ul style="list-style-type: none"> ● uses ICG feedback form template ● includes feedback form from the Impact Cycle Teacher ● Impact Cycle Teacher feedback form is saved and submitted with all written materials for Entry 1A as a single PDF document

<ul style="list-style-type: none"> ● the implementation of the Impact Cycle to bring about improved student outcomes in the Impact Cycle Teacher’s classroom ● the use of a dialogical coaching approach when implementing the Impact Cycle in the Impact Cycle Teacher’s classroom 	
<p>Written Material 7A: A Listening & Questioning Checklist that the coach completed after watching and reflecting on video clips 1-3</p>	<ul style="list-style-type: none"> ● uses the Listening & Questioning Checklist provided by ICG
<p>Written Material 8A: Coach’s written reflection on the Identify phase that analyzes the coach’s strengths and areas for growth as a dialogical coach</p>	<ul style="list-style-type: none"> ● no more than 2 pages long ● pages are typed, double-spaced, have 1-inch margins, and use 12-point regular Times New Roman font ● any pages beyond these parameters will not be scored

Entry 1A Checklist

Total submissions for this section:

- Video clips 1A-3A (All videos in which speakers use languages other than English must include English subtitles.)
- Written Materials 1A-8A combined into a single PDF document labeled “Entry 1A Written Materials” (All written materials must be written in English.)

Standards for section 1A

QUALITY INDICATOR 1.1

The coach-candidate partners with the teacher in obtaining a clear picture of current reality by using video, student interviews, student work, and/or observation data. [Current Reality]

QUALITY INDICATOR 1.2

The coach-candidate uses the Identify Questions with the teacher to set a measurable student-focused goal. [Goal]

QUALITY INDICATOR 1.3

The coach-candidate uses an instructional playbook to aid the teacher in choosing a high-impact teaching strategy to use to achieve the goal. [Strategy]

QUALITY INDICATOR 2.1

The coach-candidate creates, maintains, and periodically updates an instructional playbook tailored to the coaching audience that contains a selection of thoroughly vetted strategy choices for teachers to use to achieve their PEERS goals for students.

QUALITY INDICATOR 2.2

The coach-candidate uses the playbook during the Identify Questions conversation to offer strategy choices to teachers.

QUALITY INDICATOR 2.3

The coach-candidate's playbook contains a Table of Contents of instructional strategies, a One-Page Summary for each strategy on the Table of Contents,

sufficient checklists for each strategy, and an explanation of the coaching audience and how the playbook meets their current needs.

QUALITY INDICATOR 3.1

The coach-candidate partners with the teacher in using video, student interviews, student work, and/or observation data in obtaining a clear picture of current reality in the classroom in an area of teacher-identified need.

QUALITY INDICATOR 3.2

The coach-candidate partners with the teacher in determining the form of measurement and appropriate data tools for a PEERS goal and how to track progress over time.

QUALITY INDICATOR 4.1

*(Items in **blue** are focus Habits for this entry. Evidence in the blue areas is weighted more heavily in scoring the entry than the other Habits in the list.)*

The coach-candidate communicates with teachers in a spirit of partnership as evidenced by use of the Better Conversations Habits (**Demonstrating Empathy, Listening**, Fostering Dialogue, **Asking Better Questions**, Making Emotional Connections, Being a Witness to the Good, Finding Common Ground, Controlling Toxic Emotions, Redirecting Toxic Conversations, and Building Trust) as appropriate in coaching conversations (Knight, 2016).

QUALITY INDICATOR 5.1

The coach-candidate uses a dialogical approach (Knight, 2017) to coaching in which the coach and teachers are partners who use their collective strengths to make powerful classroom changes for students.

QUALITY INDICATOR 5.2

*(Items in **blue** are focus Principles for this entry. Evidence in the blue areas is weighted more heavily in scoring the entry than the other Principles in the list.)*

The coach-candidate consistently embodies the Partnership Principles (**Equality, Choice, Voice**, Dialogue, **Reflection**, Praxis, Reciprocity) (Knight,

2011) in coaching interactions to build trusting relationships with teachers and school and system leaders.

QUALITY INDICATOR 6.2

The coach-candidate has an exceptional level of instructional and classroom expertise and shares that knowledge with teachers as appropriate but does so dialogically as a partner, not as an “expert” or as an evaluator.

Section 1B: Learn Phase

(The teacher [referred to throughout as “Impact Cycle Teacher”] and the PEERS goal must be the same in sections 1A, 1B, and 1C.)

Artifact	Format
<p>Written Material 1B: A copy of the checklist(s) from the coach’s instructional playbook that the coach used to explain the selected strategy to the Impact Cycle Teacher</p>	<ul style="list-style-type: none"> ● no more than 3 pages long ● any pages beyond these parameters will not be scored
<p>Video 1B: Video of the coach and the Impact Cycle Teacher discussing the checklist(s) for the selected strategy dialogically</p>	<ul style="list-style-type: none"> ● video clip is no more than 5 minutes long ● video clip includes both the coach and the Impact Cycle Teacher ● entire conversation is fully audible
<p>Video 2B: Video of the coach modeling the strategy in any of the 6 modeling options:</p> <ol style="list-style-type: none"> 1. in the class with students present, 2. in the class without the students present, 3. co-teaching, 4. watching another teacher use the strategy (with the coach), 5. watching another teacher use the strategy (without the coach), or 	<ul style="list-style-type: none"> ● video clip is no more than 5 minutes long ● video clip includes the coach and/or the Impact Cycle Teacher depending on the modeling option selected by the Impact Cycle Teacher ● entire conversation/class is fully audible

<p>6. using video</p>	
<p>Video 3B: Video of the Impact Cycle Teacher using the strategy with students after reviewing the checklist(s) with the coach and after watching the modeling of the strategy</p>	<ul style="list-style-type: none"> ● video clip is no more than 5 minutes long ● video clip includes the Impact Cycle Teacher and students ● entire conversation/class discussion is fully audible
<p>Written Material 2B: Teacher feedback form from the Impact Cycle Teacher that follows the template provided by ICG and confirms</p> <ul style="list-style-type: none"> ● the partnership relationship between the Impact Cycle Teacher and the coach ● the implementation of the Impact Cycle to bring about improved student outcomes in the Impact Cycle Teacher’s classroom ● the use of a dialogical coaching approach when implementing the Impact Cycle in the Impact Cycle Teacher’s classroom 	<ul style="list-style-type: none"> ● uses ICG feedback form template ● includes feedback form from the Impact Cycle Entry teacher shown in the Entry 1B video clips ● Impact Cycle Teacher feedback form is saved and submitted with all written materials for Entry 1B as a single PDF document
<p>Written Material 3: Coach’s written reflection on the Learn phase that analyzes the</p>	<ul style="list-style-type: none"> ● no more than 2 pages long ● pages are typed, double-spaced, have 1-inch margins, and use

<p>coach's strengths and areas for growth as a dialogical coach</p>	<p>12-point regular Times New Roman font</p> <ul style="list-style-type: none"> • any pages beyond these parameters will not be scored
---	---

Entry 1B Checklist

Total submissions for this section:

- Video clips 1B-3B (All videos in which speakers use languages other than English must include English subtitles.)
- Written Materials 1B-3B combined into a single PDF document labeled "Entry 1B Written Materials" (All written materials must be written in English.)

Standards for section 1B

QUALITY INDICATOR 1.4

The coach-candidate uses a checklist to explain the chosen teaching strategy to the teacher and prompts the teacher to modify the strategy as the teacher wishes. [Checklists]

QUALITY INDICATOR 1.5

The coach-candidate models the strategy using a modeling approach that the teacher has chosen. [Modeling]

QUALITY INDICATOR 4.1

*(Items in **blue** are focus Habits for this entry. Evidence in the blue areas is weighted more heavily in scoring the entry than the other Habits in the list.)*

The coach-candidate communicates with teachers in a spirit of partnership as evidenced by use of the Better Conversations Habits (**Demonstrating Empathy, Listening, Fostering Dialogue, Asking Better Questions, Making Emotional Connections, Being a Witness to the Good, Finding**

Common Ground, Controlling Toxic Emotions, Redirecting Toxic Conversations, and Building Trust) as appropriate in coaching conversations (Knight, 2016).

QUALITY INDICATOR 5.1

The coach-candidate uses a dialogical approach (Knight, 2017) to coaching in which the coach and teachers are partners who use their collective strengths to make powerful classroom changes for students.

QUALITY INDICATOR 5.2

*(Items in **blue** are focus Principles for this entry. Evidence in the blue areas is weighted more heavily in scoring the entry than the other Principles in the list.)*

The coach-candidate consistently embodies the Partnership Principles (**Equality, Choice, Voice, Dialogue**, Reflection, **Praxis**, Reciprocity) (Knight, 2011) in coaching interactions to build trusting relationships with teachers and school and system leaders.

QUALITY INDICATOR 6.2

The coach-candidate has an exceptional level of instructional and classroom expertise and shares that knowledge with teachers as appropriate but does so dialogically as a partner, not as an “expert” or as an evaluator.

Section 1C: Improve Phase

(The teacher [referred to throughout as “Impact Cycle Teacher”] and the PEERS goal must be the same in sections 1A, 1B, and 1C.)

Artifact	Format
<p>Video 1C: A video showing the coach and the Impact Cycle Teacher engaged in conversation about the PEERS goal in the four improve areas: Confirm Direction, Review Progress, Invent Improvements, and Plan Next Actions, including the discussion once the students achieve the PEERS goal</p>	<ul style="list-style-type: none"> ● may submit between 1 and 4 video clips for this section, depending on how many conversations are involved to show all four stages of Improve (one video clip may potentially show more than one of the four stages of Improve) ● each clip can be no longer than 5 minutes ● video clip includes both the coach and the Impact Cycle Teacher ● entire conversation is fully audible
<p>Video 2C: Video showing instruction in the Impact Cycle Teacher’s classroom after the PEERS goal is achieved</p>	<ul style="list-style-type: none"> ● video clip is no more than 5 minutes long ● video clip includes the Impact Cycle Teacher ● entire clip is fully audible
<p>Written Material 1C: Teacher feedback form from the Impact Cycle Teacher that follows the template provided by ICG and confirms</p>	<ul style="list-style-type: none"> ● uses ICG feedback form template ● includes feedback form from the Impact Cycle Teacher

<ul style="list-style-type: none"> • the partnership relationship between the Impact Cycle Teacher and the coach • the implementation of the Impact Cycle to bring about improvements in the Impact Cycle Teacher’s classroom • the use of a dialogical coaching approach when implementing the Impact Cycle in the Impact Cycle Teacher’s classroom 	<p>shown in the Entry 1C video clips</p> <ul style="list-style-type: none"> • Impact Cycle Teacher feedback form is saved and submitted with all written materials for Entry 1C as a single PDF document
<p>Written Material 2C: Coach’s written reflection on the Improve phase that analyzes the coach’s strengths and areas for growth as a dialogical coach</p>	<ul style="list-style-type: none"> • no more than 2 pages long • pages are typed, double-spaced, have 1-inch margins, and use 12-point regular Times New Roman font • any pages beyond these parameters will not be scored

Entry 1C Checklist

Total submissions for this section:

- *between 2 and 5 video clips (labeled 1C, 2C, etc.) (All videos in which speakers use languages other than English must include English subtitles.)*
- *Written Materials 1C and 2C combined into a single PDF document labeled “Entry 1C Written Materials” ” (All written materials must be written in English.)*

Standards for section 1C

QUALITY INDICATOR 1.6

The coach-candidate begins every coaching conversation by asking the teacher about the teacher's most pressing concerns. [Confirm Direction]

QUALITY INDICATOR 1.7

The coach-candidate partners with the teacher in gathering and analyzing data on student progress toward to the PEERS goal. [Review Progress]

QUALITY INDICATOR 1.8

The coach-candidate partners with the teacher in making modifications until students meet the PEERS goal. [Invent Improvements]

QUALITY INDICATOR 1.9

The coach-candidate partners with the teacher in determining more long-term work on the goal as necessary or on future goals once the PEERS goal is met. [Plan Next Actions]

QUALITY INDICATOR 3.3

The coach-candidate partners with in gathering and analyzing data on the PEERS goal until students meet the goal.

QUALITY INDICATOR 4.1

*(Items in **blue** are focus Habits for this entry. Evidence in the blue areas is weighted more heavily in scoring the entry than the other Habits in the list.)*

The coach-candidate communicates with teachers in a spirit of partnership as evidenced by use of the Better Conversations Habits (**Demonstrating Empathy, Listening**, Fostering Dialogue, **Asking Better Questions**, Making Emotional Connections, Being a Witness to the Good, Finding Common Ground, **Controlling Toxic Emotions, Redirecting Toxic Conversations**, and Building Trust) as appropriate in coaching conversations (Knight, 2016).

QUALITY INDICATOR 5.1

The coach-candidate uses a dialogical approach (Knight, 2017) to coaching in which the coach and teachers are partners who use their collective strengths to make powerful classroom changes for students.

QUALITY INDICATOR 5.2

*(Items in **blue** are focus Principles for this entry. Evidence in the blue areas is weighted more heavily in scoring the entry than the other Principles in the list.)*

The coach-candidate consistently embodies the Partnership Principles (Equality, **Choice, Voice, Dialogue, Reflection, Praxis, Reciprocity**) (Knight, 2011) in coaching interactions to build trusting relationships with teachers and school and system leaders.

QUALITY INDICATOR 6.2

The coach-candidate has an exceptional level of instructional and classroom expertise and shares that knowledge with teachers as appropriate but does so dialogically as a partner, not as an “expert” or as an evaluator.

*ICG Coaching Certification
Task Description*

Please read the entire task before responding to any prompts or directions.

TASK

Entry 2: Collaborative Culture

Task Objective: *This task asks the coach-candidate to obtain evidence from leaders and teachers that show that the coach has made a demonstrable impact on the collaborative culture of the school through instructional coaching (as defined in Knight, 2017).*

Note on evidence: *Obtaining evidence from other professionals can be challenging, but because our research indicates that leadership support and deep teacher engagement in Impact Cycles are critical to coaching success, evidence from those colleagues that verifies the coach's skill is important in evaluating the coach.*

When choosing the contributors to this entry, consider:

- Did the coach partner with at least 11 teachers in Impact Cycles over the past year?
- Did each of the teachers who submit feedback forms successfully achieve the PEERS goals for students? (Teachers whose students achieved the PEERS goals are a requirement for this entry to demonstrate the impact of coaching on students.)
- Does the coach have the deep level of leadership support required to provide the evidence pieces for this entry?
- Does the coach spend the majority (60-70% of the coach's work time) of the school year working in Impact Cycles with teachers versus all of the other tasks that coaches are assigned?
- If the coach answers "No" to any of the above questions, then this year may not be the best time to register for certification. Consider registering for candidacy once those conditions are present.

For this task, you must submit the following evidence.

Artifact	Format
<p>Written Material 1: A letter from the coach’s direct supervisor (school or district administrator) explaining the agreements in place between the leader and the coach in the following key elements of coaching success:</p> <ul style="list-style-type: none"> ● Role clarity for the coach role (a complete listing of all of the tasks that the coach is supposed to do and the tasks the coach is not supposed to do) ● Confidentiality in coaching interactions ● How the coach spends work time (percentage of time spent on each job task, especially how much of the coach’s time is spent with teachers working in Impact Cycles) ● Meetings that occur between the coach and the leader (frequency, topics discussed) ● The leader’s theoretical perspective on what good coaching involves (especially support for a partnership approach/dialogical coaching model) ● Evidence that the coach has built trust with teachers and that many teachers voluntarily work with the coach in Impact cycles 	<ul style="list-style-type: none"> ● letter is printed on school or district letterhead ● letter is signed by the leader ● letter includes contact information for the leader (phone number and email address) ● letter answers all elements of the prompt at left ● entire letter is saved and submitted with Written Material 2 as a single PDF document
<p>Written Material 2: Teacher feedback forms that follow the template provided by ICG and confirms</p>	<ul style="list-style-type: none"> ● uses ICG feedback form template

<ul style="list-style-type: none"> ● the partnership relationship between the teacher and the coach ● the implementation of the Impact Cycle to bring about improvements in the teachers' classrooms ● the use of a dialogical coaching approach when implementing the Impact Cycle in the teachers' classrooms 	<ul style="list-style-type: none"> ● includes feedback forms from at least 10 teachers (not including the Impact Cycle Teacher in Entry 1) ● all teacher feedback forms are saved and submitted with Written Commentary 1 as a single PDF document
--	---

Entry 2 Checklist

Total submission:

Written Materials 1-2 combined into a single PDF document labeled "Entry 2 Written Materials" " (All written materials must be written in English.)

Standards for section 2

QUALITY INDICATOR 4.1

*(Items in **blue** are focus Habits for this entry. Evidence in the blue areas is weighted more heavily in scoring the entry than the other Habits in the list.)*

The coach-candidate communicates with teachers in a spirit of partnership as evidenced by use of the Better Conversations Habits (Demonstrating Empathy, Listening, **Fostering Dialogue**, Asking Better Questions, **Making Emotional Connections, Being a Witness to the Good**, Finding Common Ground, Controlling Toxic Emotions, Redirecting Toxic Conversations, and **Building Trust**) as appropriate in coaching conversations (Knight, 2016).

QUALITY INDICATOR 4.2

The coach-candidate communicates about the coaching role, the coaching approach, and the coaching process regularly with school and system administrators and teachers to foster a collaborative school culture.

QUALITY INDICATOR 5.1

The coach-candidate uses a dialogical approach (Knight, 2017) to coaching in which the coach and teachers are partners who use their collective strengths to make powerful classroom changes for students.

QUALITY INDICATOR 5.2

The coach-candidate consistently embodies the Partnership Principles (Knight, 2011) in coaching interactions to build trusting relationships with teachers and school and system leaders.

QUALITY INDICATOR 6.1

The coach-candidate has built trusting relationships with teachers that have resulted in many teachers choosing to work with the coach in Impact Cycles.

QUALITY INDICATOR 6.2

The coach-candidate has an exceptional level of instructional and classroom expertise and shares that knowledge with teachers as appropriate but does so dialogically as a partner, not as an “expert” or as an evaluator.

QUALITY INDICATOR 7.1

The coach-candidate has worked with school and/or district leadership to clarify the coach’s role in the school, to clarify how the coach should spend their time during the workday (with the majority of time spent working with teachers in Impact Cycles), to clarify the boundaries of confidentiality in coaching, and to communicate these policies and practices to teachers.

QUALITY INDICATOR 7.2

The coach-candidate communicates regularly with school and/or district leadership to ensure that everyone who supports coaching views it with the

same theoretical perspective and to address issues concerning the coaching role.

RESOURCES

Knight, J. (2011). *Unmistakable impact: A partnership approach for dramatically improving instruction*. Thousand Oaks, CA: Corwin.

Knight, J. (2016). *Better conversations: Coaching ourselves and each other to be more credible, caring, and connected*. Thousand Oaks, CA: Corwin.

Knight, J. (2017). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin.

Knight, J., Hoffman, A., Harris, M., & Thomas, S. (2020). *The instructional playbook: The Missing Link for Translating Research into Practice*. Lawrence, KS: One Fine Bird Press.