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Ada Lek a

Classroom Strategies Coaching Model: Integration of Formative Assessment and Instructional Coaching

Classroom Strategies Coaching (CSC) is a model of instructional coaching that integrates formative assessment and instructional coaching. The model is based on the research of Brookhart (2008) and Brookhart and Stangor (2015). The model is designed to help teachers improve their instructional practices and student learning outcomes. The model is based on the following principles:

- Formative assessment is used to identify student learning needs and to provide feedback to students.
- Instructional coaching is used to help teachers improve their instructional practices.
- The model is based on the research of Brookhart (2008) and Brookhart and Stangor (2015).

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ONE OF THE most important components of effective instruction is the use of formative assessment. Formative assessment is used to identify student learning needs and to provide feedback to students. Formative assessment is used to identify student learning needs and to provide feedback to students. Formative assessment is used to identify student learning needs and to provide feedback to students.

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(I... B...), () ...
 3 C... m C... T...
 2...
 m... m... ()...
 (mm...). A...
 mm... L...
 m...
 T... 3 C... m...
 m... E... C A...
 F... D... H... (2013 ; 2013)
 D... F... (2015) T...
 C A... m...
 m...
 m...

**3. Br a d Str ct r d Br b m Sv ng
 Fr amw r s**

T... C C... m... (B... & K... 1990; ... & K... 2008). E...
 m... m... 30 m...
 m...
 m... C C... m...
 m... F...
 m... C C... m...
 m...

T... 1... m...
 A... m...
 m... ()...
 ()... m...
 m... T... C C... m...
 m... A...
 m... C C...
 m... T...
 m...
 S... I. T... m...
 m... m...
 C C... m... m... C A...
 m... C C... m... C A...
 T... 1 (& D... , 2014).
 D... 1... m...

Tab 1

C a r m Str atg	A m n t S t t m Par t
1 Str atg	C n t
	B...
C... m...	C... 1- 2- ... ()
A... m...	0 ...
A... m...	B... Y...
A... m...	B... Y...

... A, I, T ...
... m ...
... m ... A, I, T ...
... m ...
... m ...
... m ...
... A, I, T ...
... F, Z ...

1997; J. J. ... & F. ...
1997; J. J. ... & G. ... (2003).
C. ... C. ...
m ...

mp 100-105°C; IR (KBr) 1715 (C=O), 1640 (C=C), 1510 (C=C), 1450 (C=C), 1380 (C=C), 1280 (C=C), 1100 (C=C), 750 (C=C) cm⁻¹; ¹H NMR (CDCl₃) δ 7.4 (d, 2H, H_A), 7.2 (d, 2H, H_B), 6.8 (d, 2H, H_C), 6.6 (d, 2H, H_D), 6.4 (d, 2H, H_E), 6.2 (d, 2H, H_F), 5.8 (d, 2H, H_G), 5.6 (d, 2H, H_H), 5.4 (d, 2H, H_I), 5.2 (d, 2H, H_J), 5.0 (d, 2H, H_K), 4.8 (d, 2H, H_L), 4.6 (d, 2H, H_M), 4.4 (d, 2H, H_N), 4.2 (d, 2H, H_O), 4.0 (d, 2H, H_P), 3.8 (d, 2H, H_Q), 3.6 (d, 2H, H_R), 3.4 (d, 2H, H_S), 3.2 (d, 2H, H_T), 3.0 (d, 2H, H_U), 2.8 (d, 2H, H_V), 2.6 (d, 2H, H_W), 2.4 (d, 2H, H_X), 2.2 (d, 2H, H_Y), 2.0 (d, 2H, H_Z), 1.8 (d, 2H, H_{AA}), 1.6 (d, 2H, H_{AB}), 1.4 (d, 2H, H_{AC}), 1.2 (d, 2H, H_{AD}), 1.0 (d, 2H, H_{AE}), 0.8 (d, 2H, H_{AF}), 0.6 (d, 2H, H_{AG}), 0.4 (d, 2H, H_{AH}), 0.2 (d, 2H, H_{AI}), 0.0 (d, 2H, H_{AJ}) ppm; ¹³C NMR (CDCl₃) δ 190 (C=O), 165 (C=C), 155 (C=C), 145 (C=C), 135 (C=C), 125 (C=C), 115 (C=C), 105 (C=C), 95 (C=C), 85 (C=C), 75 (C=C), 65 (C=C), 55 (C=C), 45 (C=C), 35 (C=C), 25 (C=C), 15 (C=C), 5 (C=C) ppm; MS (EI) m/z 100 (M⁺), 105 (M⁺), 110 (M⁺), 115 (M⁺), 120 (M⁺), 125 (M⁺), 130 (M⁺), 135 (M⁺), 140 (M⁺), 145 (M⁺), 150 (M⁺), 155 (M⁺), 160 (M⁺), 165 (M⁺), 170 (M⁺), 175 (M⁺), 180 (M⁺), 185 (M⁺), 190 (M⁺), 195 (M⁺), 200 (M⁺), 205 (M⁺), 210 (M⁺), 215 (M⁺), 220 (M⁺), 225 (M⁺), 230 (M⁺), 235 (M⁺), 240 (M⁺), 245 (M⁺), 250 (M⁺), 255 (M⁺), 260 (M⁺), 265 (M⁺), 270 (M⁺), 275 (M⁺), 280 (M⁺), 285 (M⁺), 290 (M⁺), 295 (M⁺), 300 (M⁺), 305 (M⁺), 310 (M⁺), 315 (M⁺), 320 (M⁺), 325 (M⁺), 330 (M⁺), 335 (M⁺), 340 (M⁺), 345 (M⁺), 350 (M⁺), 355 (M⁺), 360 (M⁺), 365 (M⁺), 370 (M⁺), 375 (M⁺), 380 (M⁺), 385 (M⁺), 390 (M⁺), 395 (M⁺), 400 (M⁺), 405 (M⁺), 410 (M⁺), 415 (M⁺), 420 (M⁺), 425 (M⁺), 430 (M⁺), 435 (M⁺), 440 (M⁺), 445 (M⁺), 450 (M⁺), 455 (M⁺), 460 (M⁺), 465 (M⁺), 470 (M⁺), 475 (M⁺), 480 (M⁺), 485 (M⁺), 490 (M⁺), 495 (M⁺), 500 (M⁺), 505 (M⁺), 510 (M⁺), 515 (M⁺), 520 (M⁺), 525 (M⁺), 530 (M⁺), 535 (M⁺), 540 (M⁺), 545 (M⁺), 550 (M⁺), 555 (M⁺), 560 (M⁺), 565 (M⁺), 570 (M⁺), 575 (M⁺), 580 (M⁺), 585 (M⁺), 590 (M⁺), 595 (M⁺), 600 (M⁺), 605 (M⁺), 610 (M⁺), 615 (M⁺), 620 (M⁺), 625 (M⁺), 630 (M⁺), 635 (M⁺), 640 (M⁺), 645 (M⁺), 650 (M⁺), 655 (M⁺), 660 (M⁺), 665 (M⁺), 670 (M⁺), 675 (M⁺), 680 (M⁺), 685 (M⁺), 690 (M⁺), 695 (M⁺), 700 (M⁺), 705 (M⁺), 710 (M⁺), 715 (M⁺), 720 (M⁺), 725 (M⁺), 730 (M⁺), 735 (M⁺), 740 (M⁺), 745 (M⁺), 750 (M⁺), 755 (M⁺), 760 (M⁺), 765 (M⁺), 770 (M⁺), 775 (M⁺), 780 (M⁺), 785 (M⁺), 790 (M⁺), 795 (M⁺), 800 (M⁺), 805 (M⁺), 810 (M⁺), 815 (M⁺), 820 (M⁺), 825 (M⁺), 830 (M⁺), 835 (M⁺), 840 (M⁺), 845 (M⁺), 850 (M⁺), 855 (M⁺), 860 (M⁺), 865 (M⁺), 870 (M⁺), 875 (M⁺), 880 (M⁺), 885 (M⁺), 890 (M⁺), 895 (M⁺), 900 (M⁺), 905 (M⁺), 910 (M⁺), 915 (M⁺), 920 (M⁺), 925 (M⁺), 930 (M⁺), 935 (M⁺), 940 (M⁺), 945 (M⁺), 950 (M⁺), 955 (M⁺), 960 (M⁺), 965 (M⁺), 970 (M⁺), 975 (M⁺), 980 (M⁺), 985 (M⁺), 990 (M⁺), 995 (M⁺)

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