

*Li da A. Redd*  
*Ch i he M. D dek*  
*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 designed to help teachers improve their classroom 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 classroom practices.
- The model is designed to be flexible and adaptable to different classroom contexts.

Classroom Strategies Coaching (CSC) is a model of instructional coaching that integrates formative assessment and instructional coaching. The model is designed to help teachers improve their classroom 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 classroom practices.
- The model is designed to be flexible and adaptable to different classroom contexts.

**O**NE OF THE most important factors in determining the success of a classroom is the quality of the instruction. Instructional coaching is a process that helps teachers improve their classroom practices and student learning outcomes. Instructional coaching is a process that helps teachers improve their classroom practices and student learning outcomes.

Instructional coaching is a process that helps teachers improve their classroom practices and student learning outcomes. Instructional coaching is a process that helps teachers improve their classroom practices and student learning outcomes. Instructional coaching is a process that helps teachers improve their classroom practices and student learning outcomes.



The first step in the process of identifying the source of the problem is to determine whether the problem is a result of a change in the environment or a change in the system. In this case, the problem is a result of a change in the environment, specifically the introduction of a new competitor. This is a classic example of a competitive response.

The second step is to determine the nature of the problem. In this case, the problem is a decrease in market share. This is a result of the new competitor's entry into the market. The third step is to determine the cause of the problem. In this case, the cause is the new competitor's entry into the market.

The fourth step is to determine the effect of the problem. In this case, the effect is a decrease in market share. The fifth step is to determine the solution to the problem. In this case, the solution is to develop a competitive response.

The sixth step is to determine the implementation of the solution. In this case, the implementation is to develop a competitive response. The seventh step is to determine the evaluation of the solution. In this case, the evaluation is to determine the effectiveness of the competitive response.

The eighth step is to determine the monitoring of the solution. In this case, the monitoring is to determine the effectiveness of the competitive response. The ninth step is to determine the reporting of the solution. In this case, the reporting is to determine the effectiveness of the competitive response.

The tenth step is to determine the conclusion of the solution. In this case, the conclusion is to determine the effectiveness of the competitive response.

(Johnson & Christensen, 2002; Kotler & Armstrong, 2010).

The first step in the process of identifying the source of the problem is to determine whether the problem is a result of a change in the environment or a change in the system. In this case, the problem is a result of a change in the environment, specifically the introduction of a new competitor. This is a classic example of a competitive response.

The second step is to determine the nature of the problem. In this case, the problem is a decrease in market share. This is a result of the new competitor's entry into the market. The third step is to determine the cause of the problem. In this case, the cause is the new competitor's entry into the market.

The fourth step is to determine the effect of the problem. In this case, the effect is a decrease in market share. The fifth step is to determine the solution to the problem. In this case, the solution is to develop a competitive response.

The sixth step is to determine the implementation of the solution. In this case, the implementation is to develop a competitive response. The seventh step is to determine the evaluation of the solution. In this case, the evaluation is to determine the effectiveness of the competitive response.

The eighth step is to determine the monitoring of the solution. In this case, the monitoring is to determine the effectiveness of the competitive response. The ninth step is to determine the reporting of the solution. In this case, the reporting is to determine the effectiveness of the competitive response.

The tenth step is to determine the conclusion of the solution. In this case, the conclusion is to determine the effectiveness of the competitive response.

(I... B...), ( ) ...  
 3 C... m C...  
 2 ...  
 ( ) ...  
 ( ) ... A ...  
 L ...  
 m ...  
 3 C... m ...  
 E ... C A ...  
 D ... H ... (2013 ; 2013 ) ...  
 D ... F ... (2015) ...  
 C A ... 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 ... 30 m ...  
 m ...  
 m ... C C m ...  
 m ... F ...  
 C C m ...

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

**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 m	C <sub>1</sub> 1- 2- ... ( )
A ...	0 ... ( )
A ...	B ...
A ...	B ...



... 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), 720 (C=C) cm<sup>-1</sup>; <sup>1</sup>H NMR (CDCl<sub>3</sub>) δ 7.4 (d, 2H, H<sub>A</sub>), 7.2 (d, 2H, H<sub>B</sub>), 6.8 (d, 2H, H<sub>C</sub>), 6.6 (d, 2H, H<sub>D</sub>), 6.4 (d, 2H, H<sub>E</sub>), 6.2 (d, 2H, H<sub>F</sub>), 5.8 (d, 2H, H<sub>G</sub>), 5.6 (d, 2H, H<sub>H</sub>), 5.4 (d, 2H, H<sub>I</sub>), 5.2 (d, 2H, H<sub>J</sub>), 5.0 (d, 2H, H<sub>K</sub>), 4.8 (d, 2H, H<sub>L</sub>), 4.6 (d, 2H, H<sub>M</sub>), 4.4 (d, 2H, H<sub>N</sub>), 4.2 (d, 2H, H<sub>O</sub>), 4.0 (d, 2H, H<sub>P</sub>), 3.8 (d, 2H, H<sub>Q</sub>), 3.6 (d, 2H, H<sub>R</sub>), 3.4 (d, 2H, H<sub>S</sub>), 3.2 (d, 2H, H<sub>T</sub>), 3.0 (d, 2H, H<sub>U</sub>), 2.8 (d, 2H, H<sub>V</sub>), 2.6 (d, 2H, H<sub>W</sub>), 2.4 (d, 2H, H<sub>X</sub>), 2.2 (d, 2H, H<sub>Y</sub>), 2.0 (d, 2H, H<sub>Z</sub>), 1.8 (d, 2H, H<sub>AA</sub>), 1.6 (d, 2H, H<sub>AB</sub>), 1.4 (d, 2H, H<sub>AC</sub>), 1.2 (d, 2H, H<sub>AD</sub>), 1.0 (d, 2H, H<sub>AE</sub>), 0.8 (d, 2H, H<sub>AF</sub>), 0.6 (d, 2H, H<sub>AG</sub>), 0.4 (d, 2H, H<sub>AH</sub>), 0.2 (d, 2H, H<sub>AI</sub>), 0.0 (d, 2H, H<sub>AJ</sub>) ppm.



## Findings

The findings of this study are consistent with the findings of other studies. For example, the findings of this study are consistent with the findings of the study by [Author Name], [Year], who found that [Description of Finding]. The findings of this study are also consistent with the findings of the study by [Author Name], [Year], who found that [Description of Finding].

## References

- Author Name, [Year]. [Title]. [Journal Name], [Volume], [Page Numbers].
- Author Name, [Year]. [Title]. [Journal Name], [Volume], [Page Numbers].
- Author Name, [Year]. [Title]. [Journal Name], [Volume], [Page Numbers].
- Author Name, [Year]. [Title]. [Journal Name], [Volume], [Page Numbers].
- Author Name, [Year]. [Title]. [Journal Name], [Volume], [Page Numbers].

..., L. A., F..., G., D..., C., & H..., L. (2013). D... C... 28, 317-341.

..., L. A., F..., G., D..., C., & H..., L. (2013). C... 28, 301-316.

..., L. A., K..., J., & K..., A. (2015). ... 25, 90-108.

..., & K... (2008). C...

..., K..., A..., & G... L. (2003). ... EBD. ... 11, 239-248.

..., C., & T..., J. (2006). ... C... A..., 0A: A... G... D... H..., G. D., & H..., H. J. (1990). ... 84, 30-43.

..., H. (2002). H... T...

Copyright of Theory Into Practice is the property of Taylor & Francis Ltd and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.