

Coaching Moves for Fishbone Root Cause Analysis Initial Development or Tuning

Goal of Fishbone Root Cause Analysis: To articulate our current working theory of the instructional root causes of our identified equity gap.

[Model Root Cause Fishbone](#)

Common Pitfall in Root Cause Statements (the large stickies at the end of the fish spines)	Coaching Moves & Language to Use to Keep Group Participants in their Risk Zone and Realm of Influence
<p>The Root Cause Statement is not in the Instructional Core</p> <ul style="list-style-type: none"> e.g. “Students do not have literacy support at home” 	<p>Clarifying Questions:</p> <ul style="list-style-type: none"> What part of the Instructional Core do you see this root cause falling into? What teachers know and are able to do? The active role that students are asked to play in instruction? The rigor of the content? <p>Probing Questions:</p> <ul style="list-style-type: none"> What specifically do we mean when we talk about [literacy support at home]? How did you conclude that students don’t have literacy support at home? What are the gaps in the instructional core that result in students who did not have “traditional” literacy support at home (e.g. parents don’t sign reading logs) not being supported to learn at high levels? <p>Suggestions for Coach to help reframe discussion:</p> <ul style="list-style-type: none"> Is what we really mean that teachers don’t yet have the practices to support students who don’t have “traditional” literacy support at home in learning at the levels of their peers who do have traditional literacy support at home? For other root cause statements about conditions that aren’t in the Instructional Core: e.g.: “our kids are hungry when they come to school”. <ul style="list-style-type: none"> Let’s move this here (off the spine and to the lower left corner of the chart paper). “This is the water our fish are swimming in.”

<p>The Root Cause Statement is a solution statement:</p> <ul style="list-style-type: none"> • “E.g. we need to train our teachers in culturally responsive practices” 	<p>Observation/Clarifying Question:</p> <ul style="list-style-type: none"> • I hear you suggesting that a solution to the equity gap might be more training in culturally responsive practices for your teachers. That sounds to me like we are jumping to solutions (solutionitis). How could we rephrase that as a root cause, or barrier, statement? <p>Probing Question:</p> <ul style="list-style-type: none"> • Why don’t the teachers yet have that capacity? Is the root cause that the teachers don’t yet have the capacity for culturally responsive practices, or is there a root cause underneath that? <p>Suggestion:</p> <ul style="list-style-type: none"> • Here is how we could turn that solution statement into a root cause statement: “Our teachers don’t yet have the capacity to or haven’t prioritized effectively to implement culturally responsive practices” • “Teachers have conscious or unconscious assumptions and beliefs about their students that perpetuate inequities.”
<p>The Root Cause Statement is about what is seen as a systems or state level issue:</p> <ul style="list-style-type: none"> • E.g. ELL students have to take the same RICAS as all other students. 	<p>Clarifying Questions:</p> <ul style="list-style-type: none"> • What part of the Instructional Core within your realm of influence do you see this root cause falling into? What teachers know and are able to do? The active role that students are asked to play in instruction? The rigor of the content? <p>Probing Question:</p> <ul style="list-style-type: none"> • <p>Suggestion:</p> <ul style="list-style-type: none"> •
<p>The Root Cause Statement is a general category</p> <ul style="list-style-type: none"> • E.g. “Technology” 	<p>Clarifying Questions:</p> <ul style="list-style-type: none"> • What specifically do we mean by technology? <p>Probing Questions:</p> <ul style="list-style-type: none"> • When we talk about technology, what part of the Instructional Core do we see this root cause falling into? What teachers know and are able to do? The active role that students are asked to play in

	<p>instruction? The rigor of the content?</p> <p>Suggestions:</p> <ul style="list-style-type: none">➤ <i>If response is something outside the Instructional Core, use coaching moves for root cause statements not in the Instructional Core.</i>➤ <i>If response is a solution statement, use coaching moves for root cause statements that are solution statements.</i>➤ <i>If response is a district issue and you are working with teachers, use coaching moves for root cause statement is a district issue</i>
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