PURPOSE
The purpose of Instructional Coaching is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices.

Coach’s Name: ________________
<table>
<thead>
<tr>
<th>Instructional Coach</th>
<th>Teacher Support Interventionist</th>
<th>Role/Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura McCullough</td>
<td>Laura Reagan</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td></td>
<td>Jennifer Souers</td>
<td>ELL</td>
</tr>
<tr>
<td>Rachel Smith</td>
<td></td>
<td>Gifted and Talented</td>
</tr>
<tr>
<td>Lorrie Devers</td>
<td></td>
<td>SPED Leadership</td>
</tr>
<tr>
<td>Catherine Piatt</td>
<td></td>
<td>SBIS/Instructional Coach</td>
</tr>
<tr>
<td>Molly Ginter</td>
<td></td>
<td>SBIS/Instructional Coach</td>
</tr>
<tr>
<td>Ebony Hutchinson</td>
<td></td>
<td>PGES Coach/Assistant Principal</td>
</tr>
</tbody>
</table>

**Coaching Responsibilities for 2019-20**

**Kindergarten/First**
- Catherine Piatt

**Intervention**
- Rachel Smith

**Second/Third**
- Molly Ginter

**Fourth/Fifth**
- Laura McCullough

**SPED/HSC**
- Lorrie Devers

**Coaches/TSI**
- Ebony Hutchinson
TALME Instructional Coaches,

We, at The Academy for Leadership at Millcreek Elementary (TALME) have created a “TALME WAY” the last three years. We do our best to go above and beyond on a daily basis. We quote daily with our students and staff the poem by Karen Ravn:

Only as high as I reach can I grow,  
Only as far as I seek, can I go,  
Only as deep as I look can I see,  
Only as much as I dream can I be.

The central mission of the Instructional Coaching Program is to support the implementation of our District’s Pillars 2, 3, 4, and 6:

2. Student Success: Educational Excellence and Equity

3. School Management, Improvement, and Innovation

4. Great Staff

6. Data, Research, and Accountability.

Good teaching is the single largest factor in predicting achievement. The impact of having a good teacher can be measured for four years after a student leaves that teacher’s classroom. If teachers are the engine of our district, then professional development and Instructional Coaches are the essential, ongoing maintenance, tune-ups, oil changes, and recharging that we must provide to protect our investment in student learning.

Instructional Coaches are teacher leaders trained to work in real time, side by side with their colleagues in collaboration of best practice instruction, data analysis, and student achievement. Teaching matters. Professional development matters because teaching matters. Professional development is the crucial means of sustaining and extending teachers’ knowledge base and professional repertoire.

The compound practice of teaching continues to gain in complexity every day. Education is constantly in the midst of school improvement. Instructional Coaches help teachers assimilate and apply new strategies and skills that need extra discussion, practice, consideration, and care. Past professional development practices, although deep in information and skills attainment, have lacked in actual follow-through and implementation. The coaches – essentially in-district staff developers- are available to work with teachers regularly in their classrooms for the job-embedded professional development that is frequent and ongoing.

For us to reach the goals set by our School Improvement Plan, we have to rethink what our day-to-day practice looks like and provide support that will infuse change. This is our plan to do so. Thank you for taking this challenge with us.

Greg and Ebony
Mission, Objective and Goals for the Instructional Coaching Team

MISSION: Provide a framework of innovative teachers to demonstrate their leadership potential while fostering trusting relationships and enhancing support for professional development.

The mission of the Instructional Coaching program at TALME is to build staff capacity and advance the achievement of all students.

OBJECTIVES: The objectives of the Instructional Coaching Model are to:

- Promote a knowledge base of effective strategies
- Assist teachers by demonstration and modeling
- Practice strategies and provide feedback through peer coaching
- Plan with teachers
- Facilitate on-site professional development
- Participate in on-going and extensive professional development and training

The central mission of the Instructional Coaching Program is to support the implementation of our District’s Vision of:

“All Fayette County Public Schools graduates are prepared for college and careers, engaged fully in their communities and ready to excel in a global society.”

Instructional Coaches within the building will be involved in the researching, planning, assisted delivery, and follow-through of our Professional Development focuses of curriculum, instruction, and assessment. Through increased focus on our Coach & Enrich (MTSS/RtI), Literacy/Writing instruction, and our math program, we will see improved student growth and achievement.

SMART GOAL: During the 2017-2018 school year, Instructional Coach Perception Survey data will indicate 80% of teachers reporting the Instructional Coach helped them improve their teaching practice, and thereby see an overall increase in proficiency scores of our students.

FCPS Vision Statement:

“Excellent staff: Recruit, retain, equip, and develop every employee to serve students at high levels.”

Instructional Coaches will be trained in effective practices and intervention strategies. They will sit side by side with teachers to guide them in implementing research proven practices.

SMART GOAL: Through the 2017-2018 school year, Instructional Coach Perception Survey data will indicate 80% of teachers reporting that the Instructional Coaches have provided professional development that pertains to them.
Roles of an Instructional Coach

“An increasing number of school systems have carved a new professional role... Whatever the name of this role, it is a complex role. People in it are part teacher, parent leader, part change agent, and part facilitator. Regardless of their title or job description, Instructional Coaches have at least two things in common. First, their mission is to assist teachers in learning and applying the new knowledge and skills necessary to improve the academic performance of all students. Second, Instructional Coaches spend a significant portion of their working day in direct contact with teachers and students, in their schools and classrooms.” (Killion and Harrison, 2006)

The role of the coach is to improve student achievement by building teachers capacity and understand of instructional practices. The coach, in conjunction with the administration, is responsible for ensuring high-quality instruction in classrooms through co-planning, modeling, and providing feedback to teachers. Coaches are expected to support the instructional development of all teachers, which means they are generalists who will work with teachers in a variety of subject areas. While coaches may bring a particular subject-area expertise, their focus is on improving instructional quality across all subject areas. Coaches will create a schedule with their administration to assure they are working with teachers consistently.

The on-going foundation of collaboration is essential for building a common knowledge experience around the written, taught and assessed curriculum. Throughout the implementation of coaching at TALME, coaches are able to:

- Work with teachers to align instruction and assessments to the KCAS
- Facilitate cross-observations to see and learn from other classrooms
- Organize professional development, on-site workshops and book studies
- Work with collaborative groups to examine student work and plan instruction
- Create flexible schedules in order to meet changing needs of students and teachers
- Study student achievement and teacher implementation data to continue to inform district of continued progress and change
- Read and provide research to staff
- Attend trainings and bring back information and strategies to building staff
- Help establish common vocabulary, background knowledge and experience, and collaborative relationships

Coaching Focuses

- Curriculum Focus: Assure instructional practices are done with consistency and fidelity across the building
- Instructional Focus: New Programs and Workshop Model instruction
- Assessment Focus: Assist in adjustments done with Wonders/My Math Program and district assessments; Assure Coach and Enrich formatives and re-teaching process are instructionally sound
- MTSS (RtI) Focus: Support collaborative conversations centered around strong data (data conversations)
COACHING PROGRAM, SKILLS, AND THE INDIVIDUAL

There are three primary components of Instructional Coaching: 1) The Program Model, 2) Coaching Skills, and 3) The Individual Coach.

1) Program Model

The goal of TALME’s Instructional Coaching Program is to remove any barriers obstructing implementation of instructional best practices that positively impact student success. The program supports the transformation of adults, schools, and the lives of the children within TALME’s community. “Effective coaching helps teachers, principals, central office, administrators, and all educators transform their behaviors, beliefs, and being.” (Aguilar, 2013, p. xii)

The foundation of the program is built on the work of Elena Aguilar, author of The Art of Coaching: Effective Strategies for School Transformation:

"Coaching is an essential component of an effective professional development program. Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. Coaching creates a relationship in which a client feels cared for and is therefore able to access and implement new knowledge. A coach can foster conditions in which deep reflection and learning can take place, where a teacher can take risks to change her practice, where powerful conversations can take place and where growth is recognized and celebrated." (Aguilar, 2013, p. 8)

This is the transformation we seek to implement in TALME. It is a transformation that builds the capacity of the teacher, thereby, boosting student achievement.

2) Coaching Skills

Effective Coaches possess skills that foster thinking and reflection. The skills of the coach are honed through the work of Results Coaching: The new Essential for School Leaders, written by Kathryn Kee, Karen Anderson, Vicky Dearing, Edna Harris, and Frances Shuster.

Kee et al., (2010) states that RESULTS coaching:

- Creates new pathways in the brain, resulting in new energy and motivation.
- Teaches language that builds trust and scaffolds confidence and competence.
- Models thinking processes that move people to action.
- Focuses on goal clarity and multiple options leading to action and achievement.
- Slows us down while allowing the brain to speed up. Reflection equals connections!
- Promotes discovery and the illumination of the brilliance within each of us. (p. 4)

RESULTS coaching: “Resolves to change results, Establishes goal clarity, seeks integrity, Unveils multiple pathways, Leverages options, Takes action, and Seizes success.” (Kee et al., 2010, p. 5) Powerful communication skills and practices emerge from this work that promotes successful coaching conversations. These communication skills are:

1) Committed Listening
2) Paraphrasing
3) Presuming Positive Intent
4) Reflective feedback.” (Kee, et. al, 2010, p. 94)
5) 

Each of these skills will be explored in Section II of this handbook.
The primary goal of an Instructional Coach or teacher support interventionist is to improve student achievement by improving teacher efficacy. The role of the coach supports teachers in improving their practice so they are able to successfully teach all students. To support teachers, certain qualities and attributes are necessary. TALME utilizes the following qualities and attributes derived from Coaching Matters:

- Believe that all teachers can learn and grow.
- Have a passion for ongoing development.
- Are committed to continuous improvement.
- Are skilled in instructional planning and practices.
- Reflect on his or her own practice.
- Understand and apply knowledge about adult development.
- Communicate effectively.
- Have good interpersonal relationships.
- Foster trust and work effectively with teachers and principals.
- Stay abreast of best practices in professional learning.
- Use data to make decisions. (Killion, Harrison, Bryan, Clifton, 2012, p. 28)

The IC and TSI have similarities and differences in their roles and responsibilities on campus. The table below is a comparison of roles highlighting the components that make them both similar and different. For a detailed explanation of each of the components, please refer to their job descriptions in section VII.

<table>
<thead>
<tr>
<th>Instructional Coach</th>
<th>Teacher Support Interventionist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job-embedded professional developer</td>
<td>Job-embedded professional developer</td>
</tr>
<tr>
<td>Campus support provided (coaching cycle, data analysis</td>
<td>Campus support provided (coaching cycle, data analysis assistance,</td>
</tr>
<tr>
<td>assistance, etc.)</td>
<td>etc.)</td>
</tr>
<tr>
<td>Facilitates own professional learning</td>
<td>Facilitates own Professional Learning</td>
</tr>
<tr>
<td>Supports the whole school (all grades and teachers)</td>
<td>Supports targeted individual teachers, content areas,</td>
</tr>
<tr>
<td>based on school wide data</td>
<td>and/or grade levels based on student intervention data</td>
</tr>
<tr>
<td>Focuses on implementing and refining instructional</td>
<td>Focuses on increasing teacher effectiveness to</td>
</tr>
<tr>
<td>practices</td>
<td>effectively implement student interventions in the classroom</td>
</tr>
</tbody>
</table>

IC and TSI at TALME
Administrators: Greg Ross, Ebony Hutchinson, Lorrie Devers, Jessica Davis
Building Instructional Coaches: Ebony Hutchinson, Laura McCullough, Rachel
District School- Based Instructional Specialist: Smith, Molly Ginter, Catherine Piatt
Teacher Support Interventionists: Jennifer Souers (GT), Laura Reagan (ELL), Rachel Smith (Intervention), Becky Ward (RTA), Cassandra Jones (Intervention), Sara Ferry (Intervention)
Evaluation Procedures for Instructional Coaches/Support Interventionists

Instructional Coaches will still fall under all the same Teacher Evolution Procedures for Fayette County Public Schools. However, additional evaluation and review procedures will take place each year specifically for their Coaching role. This will help us monitor the program much more than the individual. We will succeed and/or fail together. This review has four parts:

- Self-Assessment (rubric-based) – allowance for the Instructional Coach to reflect on his/her strengths and weaknesses to help make improvements and determine future professional development and placement needs
- Peer-Assessment (survey-based) - survey questions on peer perspective of coach’s level of support and impact
- Administration (rubric-based) - We have set standards for the Instructional Coaching position, and will use those to annually evaluate each Instructional Coach.
- Data and Documentation – collection of data that can link coaching to student achievement gains or teachers’ professional growth and measure the impact

*See Appendix for rubrics.

Frequently Asked Questions about Instructional Coaching

Do coaches work with students?

Coaches work with students while modeling with teachers. They may also have scheduled time in their day/week to provide services for small MTSS groups (based on building need).

Where is the time allocated for coaches and teachers to work together?

Coaches, administrators and teachers work together to make time for the collaboration to happen before, during and after the school day.

PURPOSE AND INTENT

Instructional Coaching supports all educators at all schools.

Teachers and teaching are at the forefront of the school reform agenda. There is a consensus that in addition to better teacher preparation, a stronger curriculum, better diagnostic tools and assessments, and significant changes to accountability systems, effective professional development is one key to improving the quality of instruction in schools. Instructional Coaching is one approach to professional development that is of particular interest in many schools and school districts across the country. (Medrich, Fitzgerald, Skomsvold, 2013, p.1)

The purpose is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through job-embedded professional learning and implementation of effective instructional practices.

WHY DO WE NEED COACHES?


According to Lee Shulman (1989), "All of the talk of reforming schooling must never lose sight of the ultimate goal: to create institutions where students can learn through interaction with teachers who are themselves always learning." (p. 186)
According to Eric Parsloe, *The Manager as Coach and Mentor* (1999), "coaching is a process that enables learning and development to occur and thus performance to improve." (p. 8)

According to Jim Knight, *Instructional Coaching: A Partnership Approach to Improving Instruction* (2007) "Instructional Coaches are on-site professional developers who teach educators how to use proven instructional methods." (p. 16)

According to Elena Aguilar, *The Art of Coaching* (2013) “Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. Coaching creates a relationship in which a client feels cared for and is therefore able to access and implement new knowledge.” (p. 8)

According to Steve Barkley, *Quality Teaching in a Culture of Coaching* (2010), “Coaching is not an evaluation process. It is a supportive process designed to assist and motivate those who want to improve their teaching skills, enhance their careers, and better serve students.” (p. xii)

According to Kathryn Kee et al., *Results Coaching: The New Essential for School Leaders* (2010), “Coaching closes the gap between where you are now and where you want to be. A coach points out things you can’t see, motivates you to be your absolute best, and challenges you to go beyond where you normally stop. A coach helps you tap into your greatness and enables you to share it with the world.” (p.20)

According to Diane Sweeney, *Student-Centered Coaching at the Secondary Level* (2013), “In schools where the coach and school leader work in partnership, coaching becomes a vehicle for deep implementation, refined teaching practice, and most important, increased student learning.” (p. 16)
WHAT IS A COACH?

An Instructional Coach is an on-site professional developer who collaborates with teachers and administrators. However, the principal must be the instructional leader. The chart below depicts the outcomes of different elements of professional development: theory, demonstration, practice and coaching. Based on research, an estimated 95% of teachers who receive ongoing support and guidance through coaching are more likely to learn and implement new practices in the classroom. Researchers also estimate that teachers generally need to utilize a new instructional strategy approximately 25 times before it is transferred into their daily teaching routine.

<table>
<thead>
<tr>
<th>Professional Learning Elements</th>
<th>Knowledge Level (Estimated percentage of participants understanding contents)</th>
<th>Skill Attainment (Estimated percentage of participants demonstrating proficiency in the instructional practices)</th>
<th>Transfer to Practice (Estimated percentage of participants regularly implementing instructional practices in the classroom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory (e.g., presenter explains content - what it is, why it is important, and how to teach it)</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Demonstration (e.g., presenter models instructional practices)</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Practice (e.g., participants implement instructional practices during the session)</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Coaching (e.g., participants receive ongoing support and guidance when they return to the classroom)</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>


An Instructional Coach supports and provides training in order to improve classroom instruction that leads to improved student achievement. An Instructional Coach is one who supports others in building their teaching skills, assists in application of new knowledge, and provides ongoing learning and sustainment. The Instructional cCoach increases the overall quality of effective classroom instruction.
SECTION II: INSTRUCTIONAL COACHING PRACTICES

CHARACTERISTICS OF EFFECTIVE COACHES AT TALME

“Just as the quality of teaching determines student success, the quality of coaching determines how well coaching succeeds with teachers. Just as the quality of teaching depends on the teacher’s expertise and classroom conditions, coaching depends on two factors: the coach’s skills and the conditions in which coaching occurs.” (Killion et al., 2012, p. 28)

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Teaching Expertise</th>
<th>Coaching Skills</th>
<th>Relationship Skills</th>
<th>Leadership Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>An effective coach...</td>
<td>An effective coach:</td>
<td>An effective coach:</td>
<td>An effective coach:</td>
<td>An effective coach:</td>
</tr>
<tr>
<td>- is willing to learn.</td>
<td>- is skilled in instructional planning.</td>
<td>- understands and applies knowledge about adult development.</td>
<td>- has good interpersonal relationships.</td>
<td>- stays abreast of best practices in professional learning.</td>
</tr>
<tr>
<td>- has a passion for ongoing development.</td>
<td>- possesses, demonstrates, and cultivates the pedagogy of teaching and the ability to select appropriate instructional strategies based on student need.</td>
<td>- diagnoses teachers’ needs.</td>
<td>- wants to be part of a team.</td>
<td>- engages others in developing plans for improvement.</td>
</tr>
<tr>
<td>- believes in others’ capacity to grow and develop.</td>
<td>- uses multiple methods of assessing students.</td>
<td>- aligns support to teachers’ identified needs.</td>
<td>- fosters trust.</td>
<td>- maintains a productive culture.</td>
</tr>
<tr>
<td>- has the attitude that everyone is important.</td>
<td>- is fluent in multiple methods of delivering instruction.</td>
<td>- demonstrates effective verbal and written communication skills.</td>
<td>- works effectively with teachers and principals.</td>
<td>- communicates the school and district vision.</td>
</tr>
<tr>
<td>- does not presume to have “The Answer.”</td>
<td></td>
<td>- listens skillfully.</td>
<td>- is respected by peers.</td>
<td>- aligns work with school and district goals.</td>
</tr>
<tr>
<td>- understands his or her own assumptions and makes those transparent.</td>
<td></td>
<td>- uses questioning skills.</td>
<td>- has patience for the learning process.</td>
<td>- uses data to make decisions.</td>
</tr>
<tr>
<td>- is committed to continuous improvement.</td>
<td></td>
<td>- understands and employs reflective processes.</td>
<td></td>
<td>- understands and applies knowledge about change.</td>
</tr>
<tr>
<td>- has moral purpose.</td>
<td></td>
<td>- is solution driven and effective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- can let go of feeling responsible for another person’s behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The weekly schedule below shows how effective coaching practices are implemented to facilitate the work of building teacher capacity to impact student achievement:

**Instructional Coach Weekly Schedule**

*Based on 40 hours per week*

- **Professional Learning - 15%**
- **RTI - 5%**
- **Teacher and Administrative PLCs, Data -20%**
- **Coaching Model (Individual, Team, School) - 60%**

![Diagram showing the distribution of time across various activities]

We know and understand some of you have multiple roles. Mrs. Hutchinson and Dr. Ross will work with you to assure your time is valued and all roles are addressed within your schedule.

**COACHING CONTINUUM**

An effective Instructional Coach differentiates professional learning opportunities by thinking of coaching as a continuum. The diagram below is a continuum that coaches can utilize to differentiate support so that teachers are able to implement proven practices.

<table>
<thead>
<tr>
<th>CONTINUUM OF COACHING INTERACTIONS</th>
<th>INFORM</th>
<th>SHARE</th>
<th>MEDIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Provide information and technical assistance, solve a problem, give advice</td>
<td>Share ideas and problem solve collaboratively</td>
<td>To improve instructional decision making and increase reflection on practice</td>
</tr>
<tr>
<td>Focus</td>
<td>Includes logistical information on “how we do things around here,” provides content and pedagogical knowledge</td>
<td>Reciprocal support for growth and improvement of practice</td>
<td>Nonjudgmental support for planning, instruction, assessment, reflection, problem solving (cognitive aspects of teaching)</td>
</tr>
<tr>
<td>Actions</td>
<td>Providing resources, demonstrations (including model lessons), offering assistance in accessing resources</td>
<td>Brainstorming, co-planning/co-teaching, exchanging resources, action research</td>
<td>Learning-focused conversations which include inquiry, reflection, generation of insights regarding professional practice, and reconstruction</td>
</tr>
<tr>
<td>Language</td>
<td>Pay attention to … it’s a good idea to … Always … Keep in mind …</td>
<td>We might … Let’s … How might this affect our …?</td>
<td>What might be some ways to …? What research supports your decisions to …?</td>
</tr>
</tbody>
</table>

THE COACHING CYCLE

TALME's Coaching Model is based on the research of Elena Aguilar (*The Art of Coaching*), Stephen Barkley (*Coaching with the End in Mind*), Jim Knight (*Instructional Coaching*), Kathryn Kee et al. (*Results Coaching*), Diane Sweeney (*Student Centered Coaching*) and other coaching experts.

The purpose of the coaching cycle is to build teacher capacity through implementation of effective instructional practices in order to boost student achievement. (Casey, 2008). The cycle is a series of coaching conversations engaging the teacher in pre----conferencing, data collection, post---conferencing, and follow---up. It can be entered into at any of these points.

Each coaching conversation should:

- move teachers to action,
- be goal oriented,
- create a safe environment, and
- facilitate thinking through reflection.

THE PRE-CONFERENCE, DATA COLLECTION, AND POST-CONFERENCE

1. **Pre-Conference**
   - Build trust connections.
   - Create an agreement for time, topic, purpose, and outcome of conversation.
   - Asks the teacher questions about the lesson plan, grouping structures, classroom configuration, specific students, instructional focus, etc.
   - Give the teacher an opportunity to provide background information including the make---up of the students in the class; the context of the lesson in the larger unit plan; assessment information, extenuating circumstances; etc.
   - Establish a date and time for data collection.

2. **Data Collection**

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>Details</th>
</tr>
</thead>
</table>
| Show teacher(s) how to do what you are asking them to do (Strategies, Activities, etc.) | 🍎 Classroom  
🍎 One-on-one conference  
🍎 PD/workshop  
🍎 PLC/Planning sessions |
| Provide teachers a framework to take notes while you are modeling for them | 🍎 Provide guiding questions for teacher based on what is being modeled  
🍎 Provide a form for teachers to record their observations |
<p>| Debrief afterwards with teachers using these guiding questions and based on what is being modeled] | 🍎 Use the guiding questions to guide coaching conversation. |
| Expect to see teachers implement what you modeled for them | 🍎 Establish a date and time for debrief (no longer than 48 hours). |</p>
<table>
<thead>
<tr>
<th>Co-Planning</th>
<th>Data Collection</th>
<th>Details</th>
</tr>
</thead>
</table>
| Plan lesson with teacher |  | Help teacher plan daily lessons  
Use “think aloud” to show teacher how you would plan  
Model for teacher the expectations of lesson planning |
| Work with teacher on scripting out lesson |  | Role Play lesson  
Create checks for understanding/formative assessment |
| Use of gradual release of responsibility |  | Together create a model for how lesson plans should be  
Provide feedback on lesson plan |
| Teach alongside teacher |  | Elbow teach  
Sit next to each other  
Shared responsibility for teaching the lesson |
| Plan lesson with teacher before co-teaching |  | Decide together what part of lesson you will co-teach.  
Provide guiding questions for teacher based on what is being modeled |
| Debrief afterwards with teachers using these guiding questions and based on what is being modeled |  | Use the guiding questions to guide coaching conversation. |
| Observing Lessons |  | Watch teacher teach lesson  
Check in with students to see if they are understanding lesson  
Write down quotes from teachers and students  
Should take literal notes |
| Connection to reaching SMART goals and Performance Management goals |  | After modeling, co-planning and co-teaching observe teachers to see how they are implementing what you are working on together |
| Observation with Feedback | Provide feedback to teachers |  | Feedback preferred to be face to face  
Provide written feedback  
Feedback should align to purpose of visit  
Feedback should include direct quotes from teacher’s lesson  
Feedback should be within 24 hours of visit or model (sooner the better)  
Give positive feedback as well as suggestions on what to improve |

**Post-Conference**

- Build trust connections.
- Create an agreement for time, topic, purpose, and outcome of conversation.
- Share and analyze data collection.
- Provide teachers opportunities to self-reflect on their lessons with guidance and support through powerful questioning and reflective feedback.
- Collaborate about how you will follow-up to observe discussed instructional practices.
COACHING COMMUNICATION SKILLS

“Coaching is relational, and coaches need to know how to build relationships that make it possible for them to speak the truth so it will be heard by collaborating teachers. Below are powerful communication skills to help the coachee move to action based upon their own thinking, doing, and being.” (Kee et. al, 2010, p. 29)

Skill 1: Committed Listening

Committed listening is crucial and the foundational skill for all communication skills. “As committed listeners, we listen to:

- gain clarity about an issue;
- understand the needs, perceptions, and emotions of the speaker;
- gather data for feedback;
- allow the speaker to refine thinking by speaking to an attentive listener;
- seek patterns of behavior; and
- lay a path for building responses and solutions.” (Kee et al., 2010, p. 95)

There are also unproductive patterns of listening such as: (1) Judgment and Criticism, (2) Autobiographical Listening, (3) Inquisitive Listening, and (4) Solution Listening. (This will not be tolerated.)

Judgment occurs when listening is focused on seeing flaws or greatness in what a person says. Criticism also runs the risk of halting the discussion or the other person’s ability to speak freely. Autobiographical listening occurs during a conversation when the focus is on making personal connections to the listener for purposes of being able to tell a personal story. Inquisitive listening occurs when the listener becomes curious about something said by the speaker that is irrelevant to the main issue. Solution listening occurs when one listens in a conversation with the intent to give suggestions and solve problems. (Kee et Al., 2010, p. 95-102)

A barrier to committed listening is internal distractions such as physical barriers, emotional reactions, and biases and judgments. External distractions from the environment can also present a barrier. The purpose of committed listening is to be fully present in the conversation. (Kee et al., 2010, p. 103-106)
Skill 2: Paraphrasing

A paraphrase sends three messages (Kee et al., 2010, p. 108):

1. I am listening.
2. I am interested - I care.
3. I understand you, or I’m trying to understand you.

The first level of paraphrasing is to acknowledge and clarify. Acknowledge and clarify means “to restate the essence of someone’s statement by identify and calibrating content and emotions.” (Kathryn Kee et al., 2010, p. 111) The second level of paraphrasing is to summarize and organize. When there is a great amount communicated or a long stream of knowledge, the listener can “offer themes and containers that shape the initiating statement or separate jumbled issues.” (Kathryn Kee et al., 2010, p. 113). The third level is to shift the conceptual focus “of the thinking by surfacing assumptions, beliefs, core values, and mental models. Metaphors, analogies, perspective taking, and reframing shift the focus upward or downward.” (Kathryn Kee et al., 2010, p. 113--114)

A helpful suggestion from Results Coaching is to take the “I” out of paraphrasing --- “I believe you said…”, “What I heard you say was…” --- and replace it with “you”. (Kee et. al, 2010, p. 108) The book also explains the following principles of paraphrasing (Kee et. al, 2010, p. 108--109):

1. Fully attend.
2. Listen with the intent to understand.
3. Capture the essence of the message in a paraphrase that is shorter than the original statement.
4. Reflect the essence of voice tone and gestures.
5. Paraphrase before asking a question.
6.

Skill 3: Presuming Positive Intent and Powerful Questions

“...our strong belief in the positive was articulated and influences our approach to teaching and supporting others. Our point of view is founded in the belief that people grow from their successes and strengths.” (Kathryn Kee et al., 2010, p. 118)

Presuming Positive Intent

In the school system, using positive presuppositions presume that others (Kee et al., 2010, p. 119):

- have done prior planning,
- have done prior thinking,
- have noble purpose and intent (i.e., others want to be responsible, dependable, competent),
- have articulated standards (we can only expect if we know), and
- have articulated expectations (we can only meet if we know).

Positive presuppositions communicate that others are acting with positive intentions. An environment of trust and respect is created such that others can feel safe to think out loud and interact in meaningful conversations (Kee et. al., 2010, p. 119). Some examples include (Kee et. al, 2010, p. 120):

- “What was the easiest thing about your homework?” rather than “Did you do your homework?”
- “What literacy strategies are having the best results for you?” rather than “Do you know any literacy strategies?”
- “Based on the performance of your students in math, what goals have you set for yourself this year?” rather than “Do you have any goals?”

Positive presuppositions offer opportunities to ask powerful questions while affirming effort, prior knowledge and skills, integrity, competence, caring, and commitment.
## Powerful Questions

Presuming positive intent bears powerful questioning. Powerful questions are open-ended questions with no hidden agendas and are asked for the sole purpose of providing maximum benefit to the receiver of the questions. An example of a powerful question is: “Knowing how committed you are to strong results for all of your students, what has become clear since we last met?” (Kee et al., 2010, p. 129) They have the following characteristics:

- Reflect active and powerful listening and understanding of the teacher’s perspective
- Presume positive intent
- Demonstrate high expectations
- Evoke discovery, insight, commitment, or action on behalf of the teacher
- Create greater clarity, possibility, or new learning
- Move the teacher towards what he or she desires
- Move the thinking forward to current and future actions and are not focused on having the teacher justify or look backwards. (Kee et al., 2010, pg. 127)

## Skill 4: Reflective Feedback

Reflective feedback is an important part in everyone’s life, a major role in learning, and a vital skill in coaching. In order to open up more opportunities for learning and for creativity and openness in dialogue, one must be able to utilize the appropriate form of reflective feedback. According to a study done by Costa and Garmston, feedback is given usually in the following forms:

<table>
<thead>
<tr>
<th>Judgment</th>
<th>A type of personal observation</th>
<th>Inference</th>
<th>Some type of data</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important information was missing</td>
<td>I like...</td>
<td>It sounds as if there are many hidden agendas</td>
<td>You called on nine students</td>
<td>Have you thought about using...?</td>
</tr>
<tr>
<td>Great tool!</td>
<td>I was moved by the story...</td>
<td>Her failure to respond is diminishing your enthusiasm</td>
<td>You paraphrased four times</td>
<td>Are you planning to...?</td>
</tr>
<tr>
<td>Poor job</td>
<td>I loved it!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from Results Coaching by Kathryn Kee et. al., 2010, p. 130

On the other hand, reflective feedback provides three options:

<table>
<thead>
<tr>
<th>Reflective Feedback Options</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clarifying questions or statements for better understanding</td>
<td>“How do you see this objective different from...?”</td>
</tr>
<tr>
<td>2. Feedback statements that identify value or value potential.</td>
<td>“Your commitment to being in classrooms 70% of the time has the potential for dramatically impacting high levels of learning for all students in your school.”</td>
</tr>
<tr>
<td>3. Feedback to mediate thinking through the use of reflective questions for possibilities.</td>
<td>“As you consider best practice, what strategies will you use to achieve your goal?”</td>
</tr>
</tbody>
</table>

Source: Adapted from Results Coaching by Kathryn Kee et. al, 2010, p. 133

When using reflective feedback, some important issues to keep in mind are the following:

- Be specific.
- Be generous.
- Ask permission.
- Remember the goal is self-directed learning.
- Even with below par or poor performance, negative feedback has little impact.
- Giving effective, reflective feedback requires thought and practice.
- Feedback is not the answer; rather, it is but one powerful answer.
SECTION III: COACHING AND NON-COACHING ROLES

TEN ROLES OF COACHING

<table>
<thead>
<tr>
<th>Role</th>
<th>Purpose</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource provider</td>
<td>To expand teachers' use of a variety of resources to improve instruction</td>
<td>Gathers information and/or resources (articles, materials, etc.) for teachers</td>
</tr>
<tr>
<td>Datacoach</td>
<td>To ensure that student achievement data is used to drive decisions at the classroom and school level</td>
<td>Works with individuals or groups to facilitate conversations around data-driven instructional decisions</td>
</tr>
<tr>
<td>Curriculum specialist</td>
<td>To ensure implementation of the adopted curriculum</td>
<td>Helps teachers unpack required curriculum</td>
</tr>
<tr>
<td>Instructional specialist</td>
<td>To align instruction with curriculum to meet the needs of all students</td>
<td>Coaches teachers on methodologies and best practices that can be used to deliver content</td>
</tr>
<tr>
<td>Mentor</td>
<td>To increase the novice teacher's instructional skills and to support school-wide induction activities</td>
<td>Works with novice teachers and at the induction level</td>
</tr>
<tr>
<td>Classroom supporter</td>
<td>To increase the quality and effectiveness of classroom instruction</td>
<td>Visits teacher's classroom to model, co-teach, or observe; conducts pre-and post-visit conferences with teacher to facilitate reflection</td>
</tr>
<tr>
<td>Learning Facilitator</td>
<td>To design collaborative, job-embedded, standards-based professional learning</td>
<td>Assists with coordinating and planning effective school-level professional learning</td>
</tr>
</tbody>
</table>
| School Leader      | To work collaboratively (with formal and informal leaders) to plan, implement, and assess school change initiatives to ensure alignment with and focus on intended results, and to monitor transfer or practice from professional development into action | Participates as a “learning walk” team member to monitor transfer of knowledge into practice  

*A Learning Walk is a brief classroom visit utilizing a researched-based tool that provides principals and teachers opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement.*

| Change Catalyst    | To create disequilibrium with the current state as an impetus to explore alternatives to current practice | Challenges current practices and supports teachers as they make changes                           |
| Learner            | To constantly seek to become better at what he/she does               | Continually updates own professional repertoire                                                   |

Additional Coaching Roles:

To support and communicate TALME and district initiatives with the community, additional Coaching roles include but not limited to:

- working collaboratively with the leadership teams to design, implement, and assess change initiatives ensuring goal alignment and focus on intended results
- using data to establish improvement goals and action plans
- involving teachers in the implementation of TALME and district instructional goals to support district and campus improvement plans
- informing teachers about instructional practices that impact students
- advocating for student learning based on data to improve instruction.
- participating in all district meetings and professional learning sessions that pertain to their roles and sharing with TALME
**WHAT THE ROLE OF THE COACH (IC/TSI) EXCLUDES:**

<table>
<thead>
<tr>
<th>A Coach is...</th>
<th>A Coach is NOT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>a colleague who observes teachers and offers feedback to improve teaching.</td>
<td>an administrator who evaluates teachers.</td>
</tr>
<tr>
<td>a colleague who co-workers with a teacher.</td>
<td>a paraprofessional or someone who performs clerical duties outside of the primary job performance criteria.</td>
</tr>
<tr>
<td>a colleague who co-teaches or models a strategy to improve teaching.</td>
<td>someone who administers individual student assessments.</td>
</tr>
<tr>
<td>a colleague who provides resources to a teacher.</td>
<td>someone who sorts or keeps inventory of textbooks and instructional materials.</td>
</tr>
<tr>
<td>a colleague who listens and remains confidential.</td>
<td>a tutor or someone who teaches small groups of students.</td>
</tr>
<tr>
<td>A colleague who covers classes so a teacher can observe another teacher for short periods of time. (20 minutes or less)</td>
<td>a colleague who makes copies for teachers.</td>
</tr>
<tr>
<td>a colleague who facilitates professional development or provides training for staff.</td>
<td>a substitute teacher or someone who covers others areas.</td>
</tr>
<tr>
<td>a colleague who assists teachers in looking at ways to use data to drive instruction.</td>
<td>a meeting facilitator who leads regular meetings.*</td>
</tr>
<tr>
<td>a colleague who handles classroom discipline during co-teaching/modeling</td>
<td>a data analyst who disaggregates data and prepares data for teachers without building the capacity of and empowering teachers to be able to prepare and analyze data on their own.</td>
</tr>
<tr>
<td>an on-site professional developer who supports the principal's and district's initiatives</td>
<td>a semi-administrator who monitors students sent to the office for discipline reasons.</td>
</tr>
</tbody>
</table>

Source: Adapted from Killion, et. al. (2006). Tool 16.1
COACHING HEAVY VS. COACHING LIGHT

The roles of coaching can have a light or heavy impact on teacher capacity. In the table below sample descriptors are mentioned to provide additional clarity in the work of the coach.

So what does coaching light and coaching heavy look like in practice? In practice, coaches use similar strategies for coaching light and heavy. For example, they may hold pre and post observation meetings with teachers before and after visiting the teacher’s classroom. However, the topics and the intensity of the professional learning differ. In coaching light, the coach invites the teacher to name a focus for the observation without reference to anything other than his or her preference. In coaching heavy, the coach encourages the teacher to select a focus for their work together, based on the content of professional learning, the school’s specific improvement goals, the teacher’s own performance improvement goals aligned with the district’s performance standards, or student learning goals within the teacher’s team or classroom.” (Killion, 2010, p. 8)

<table>
<thead>
<tr>
<th>Coaching Light</th>
<th>Coaching Heavy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on teaching practices identified by teachers</td>
<td>Focus on student learning and the use of specific practices within the school’s or district’s instructional framework, teachers’ performance standards, or aligned with the adopted curriculum.</td>
</tr>
<tr>
<td>Feedback on teaching practices</td>
<td>Feedback on the interaction between student engagement in learning performance, and achievement and teaching</td>
</tr>
<tr>
<td>Teacher self-assessment based on perceptions or opinions</td>
<td>Data-driven assessment based on student data</td>
</tr>
<tr>
<td>Voluntary coaching – only those teachers who request coaching receive it</td>
<td>Expectation for all teachers to engage in coaching – all teachers engage in continuous improvement with specific feedback and support from the coach</td>
</tr>
<tr>
<td>Focus on adapting or refining instructional strategies</td>
<td>Focus on transforming practice, examining beliefs, and testing assumptions</td>
</tr>
<tr>
<td>Focus on implementing strategies</td>
<td>Focus on deep understanding of the theory and research underlying strategies to ensure executive control</td>
</tr>
<tr>
<td>Emphasis on feeling supported</td>
<td>Emphasis on developing expertise</td>
</tr>
</tbody>
</table>

A. Throughout the implementation of coaching, we are able to:

1. Provide opportunities to engage teachers through the coaching process.
2. Facilitate and participate in learning walks to see and learn from other classrooms (within and between campuses).
3. Organize study groups, job embedded workshops and book studies.
4. Work with collaborative groups to examine student work and plan instruction.
5. Attend all coaching trainings and share information and strategies with teachers.
6. Help to establish shared vocabulary, background knowledge and experiences, and collaborative relationships.
7. Collaborate with the Instructional Leadership Team to establish a calendar for professional learning.
8. Adapt to changing needs of student and teachers.
TOOLS TO SUPPORT THE INSTRUCTIONAL COACH/TSI

Each Instructional Coach/TSI **should** keep a portfolio of progress made throughout the year that reflects personal accomplishments, skills, experiences, and attributes. This is a TALME expectation, not an expectation of FCPS. Examples of items inside the portfolio can be found in the appendix, and are

**Introduction**

A. Personal Mission/Vision Statement
B. Midyear Reflection Report
C. End of Year Reflection Report

**Domain I: Knowledge Base**

A. Work Plan with Rationale
B. Coach Reflection Tool
C. Agendas and Sign-In Sheets from Professional Learning Facilitated by Coach
D. Minutes from Meetings Facilitated

**Domain II: Relationships**

A. Surveys/Questionnaires
B. Emails
C. Newsletter
D. Coaching Agreements

**Domain III: Strategic Design**

A. Agendas
B. Data Gathering Tools (C & E data, MAP data, etc.)
C. Instructional Practices and Strategies Implemented with Teacher Individually or by Grade

**Domain IV: The Coaching Conversation**

A. Coaching Log
B. Classroom Observation Tool
C. Guiding Questions from Data Collection
D. Teacher/Coach Agreements
E. Coaching Request Forms Submitted by Teachers
F. T/S Interaction Tracking Tool
G. Record of Coaching Conversation
H. Data Gathering Tools

**Domain V: Strategic Actions**

A. Weekly Calendar
B. Weekly Log
C. Time Chart

**Domain VI: Coach as a Learner**

A. Monthly Certificates of Attendance District Professional Learning Sessions
B. Book Study Reflections
C. Surveys/Questionnaires
If the principal/coach relationship is the heart of the program, the teacher/coach relationship is the hands. Without a good relationship with teachers, coaches cannot get the work done. To have a productive relationship, teachers and coaches need to trust one another, respect each other professionally, commit to keeping their partnership agreements, and clearly define the work they will do together. Teachers must believe that the coach supports them and that the coach’s top priority is student achievement. The coach must believe that teachers are committed to continuous improvement and that the teachers’ top priority is student academic achievement.” (Killion, et al., 2012, p. 115)

## Key Elements for Coaches

<table>
<thead>
<tr>
<th>Create Effective Partnership Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Agree in advance on how you will work together and the kind of work you will do.</td>
</tr>
<tr>
<td>- Discuss confidentiality. If teachers think the coach tells the principal or other colleagues about their practices, they are less inclined to want to work with the coach or see the coach as a support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Build teacher leadership capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches can model leadership practices and make their practices transparent so that other teachers can learn to coach.</td>
</tr>
<tr>
<td>- Invite other teachers to facilitate a team meeting, and guide and support novice facilitators.</td>
</tr>
<tr>
<td>- Seek other teachers' support with complex challenges related to student learning and teaching.</td>
</tr>
<tr>
<td>- Invite teachers to add resources, examples, models, or ideas to conversations.</td>
</tr>
<tr>
<td>- Invite teachers to discuss their instructional decisions so that others understand the theoretical, research, or contextual rationale for the decision.</td>
</tr>
<tr>
<td>- Coach team, grade-level, or department chairs on their leadership skills.</td>
</tr>
<tr>
<td>- Pair teachers as peer observers to provide each other feedback.</td>
</tr>
<tr>
<td>- Encourage teachers to open their classrooms for other teachers to visit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicate about coaching services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches can provide teachers with:</td>
</tr>
<tr>
<td>- A brochure of services, an electronic or print menu listing the coach’s support options, newsletter, survey, flyer, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allow teachers to identify their needs and choose how a coach provides support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches should give teachers a choice and a voice in interactions. They can collaborate with teacher to identify teacher needs during a pre-conference or other coaching conversations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encourage feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches can actively seek feedback to use for professional learning through periodic surveys and at the end of post-conferences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manage resistance and conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some strategies include:</td>
</tr>
<tr>
<td>- Get to the bottom of the resistance through deep listening</td>
</tr>
<tr>
<td>- Be genuinely friendly such as asking for their help, advice, or assistance</td>
</tr>
<tr>
<td>- Be cordial such as greeting the teacher, talking about nonteaching-related topics</td>
</tr>
<tr>
<td>- Involve the teacher in conversations with others.</td>
</tr>
</tbody>
</table>

*Source: Adapted from Learning Forward Teachers Leading: Reprise coaching heavy and coaching light article by Joellen Killion, 2012, p. 126-134*
The Beauty of a “Working Document”….

We (TALME) have embarked on several new journeys since 2014. None of the things we took on are/were fads. They were best practices backed by research and success stories in similar environments. However, from Leader in Me to Coach and Enrich, we have to take these things and make them/mold them into the TALME Way. That takes time. If we see areas of this document do not work best for us, we will tweak it to assure it not only yields results, but puts us in the best position to be successful. This document was created using resources from the Instructional Coaching Departments of the following school systems:

Arlington (TX) Independent School District
Fairfax (VA) County Public Schools
Western Dubuque (IA) Community School District

There was also several books and publications used as well, specifically “Coaching: Approaches and Perspectives” edited by Jim Knight but co-authored by many nationally renowned educators.

There are still a lot of things to do within this document. Some of those things are:

1. Create a Coaching Agreement between the teacher and the coach to build trust and accountability between the two
2. Build a Classroom Observation Tool specifically for coaching
3. Mrs. Hutchinson and Dr. Ross will sit with each coach individually to craft schedules to assure all the responsibilities are met with time to provide to instructional teams.
   a. One thing to keep in mind, ALL coaches will work directly with students. This is a non-negotiable.
   We cannot coach what we have not performed.
4. Create instructional exemplars for what it is we are observing; i.e.: show the expectation of what we are looking for instructionally in workshop model so teachers are clear on what we are expecting to see.

This is just a short list of what I am sure will grow as the year rolls on. However, we will learn, grow, and succeed together. I also want to be clear, a Teacher Support Interventionist (RTA, GT, ELL, SPED Leadership) is a coach as well. Although their schedules will look tremendously different than our specific coaches due to time restraints and responsibilities, the coaching aspect of their role is severely important. They are the experts in roles many within the building have no formal training. So, it is imperative that it is understood the importance of the coaching role of our TSI professionals.

I believe this is the missing link to assuring our teachers are planning, instructing and assessing at a high level of excellence, which means our students will be growing at a level we have not experienced. Although our district has coaches and job descriptions to support them, we are making this personal for student achievement and teacher success.

Thank you for being a part of this journey with me. I appreciate you and all the work you do.

Sincerely,

-GR
Appendix D: Instructional Coach Perception Survey

1. What is your team within the building?
   - Kindergarten
   - First
   - Second
   - Third
   - Fourth
   - Fifth
   - ELL /ESL
   - Gifted/Talented

2. I understand the role of an Instructional Coach.
   - Yes
   - No

3. I have met with the Instructional Coach.
   - Yes
   - No

4. The coaching services were provided in a timely manner.
   - Yes
   - No
   - NA
5. My working relationship with the Instructional Coach is positive.
   - Yes
   - No
   - NA

6. The Instructional Coach has helped me improve my teaching practice.
   - Yes
   - No
   - NA

7. The Instructional Coach has provided professional development that pertains to me.
   - Yes
   - No
   - NA

8. I believe the Instructional Coach position is beneficial to our district.
   - Yes
   - No
Appendix E: Self-Assessment Rubric

Self-Rating Attributes
This instrument is for personal growth use. It is intended to help you reflect on areas that you feel strong in and areas you may need to improve to be the best you can be as a teacher leader.

<table>
<thead>
<tr>
<th>Leadership (ability to inspire others &amp; maintain their confidence)</th>
<th>1 Make no effort to lead</th>
<th>2 Tries but lacks confidence</th>
<th>3 Has some leadership ability with prompting and support</th>
<th>4 Outstanding ability to lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement (ability to formulate, execute and carry plans to conclusion)</td>
<td>Starts but does not finish</td>
<td>Does only what is assigned</td>
<td>Meets average expectations</td>
<td>Superior creative ability and drive to go above and beyond</td>
</tr>
<tr>
<td>Character</td>
<td>Relatively superficial</td>
<td>Over-emotional</td>
<td>Genuine but mild</td>
<td>Warm, rich and growing</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Frequently causes friction</td>
<td>Usually willing to serve</td>
<td>Works well with others</td>
<td>Adds significantly to team success</td>
</tr>
<tr>
<td>Motivation/Willingness to serve</td>
<td>Reluctant to serve</td>
<td>Insists on having own way</td>
<td>Motives confused</td>
<td>Eager to serve as needed</td>
</tr>
<tr>
<td>Decisiveness</td>
<td>Unable to make a decision</td>
<td>Hesitant to make a decision without consulting others</td>
<td>Can make decisions after reflection</td>
<td>Can make decisions quickly based on experience and accurate judgment</td>
</tr>
<tr>
<td>Responsiveness (to the feelings and needs of others)</td>
<td>Slow to sense how others feel</td>
<td>Reasonably responsive</td>
<td>Understanding &amp; thoughtful</td>
<td>Exceptionally responsive</td>
</tr>
<tr>
<td>Emotional Resilience (in trying situations)</td>
<td>Gets angry or impulsive</td>
<td>Withdraws</td>
<td>Gets discouraged easily</td>
<td>Meets constructively</td>
</tr>
</tbody>
</table>

Total up your points for the rubric above and look at these ranges:
8-14 Your attributes do not support the role of a teacher leader.
15-19 Some of your attributes support the role of a teacher leader but you will need to improve on most to become proficient.
20-25 Most of your attributes support the role of a teacher leader. You will need to improve on some areas. You have a lot of potential.
26+ You have very positive attributes for staying in a teacher leadership role.
Self-Rated Instructional Coach Elements

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this Instructional Coach using the following rating scale with the corresponding response choices:

1- Rarely
2- Occasionally
3- Usually
4- Consistently
X – Do not know/not applicable

Statements:

_____ 1. I communicate regularly with teachers.
_____ 2. I help the teachers overcome barriers to teaching and learning.
_____ 3. I lead the teachers in evaluating their instruction and curriculum programs.
_____ 4. I use information about student performance to help improve programs and instruction.
_____ 5. I help staff to identify and solve problems.
_____ 6. I find new ways to do things better.
_____ 7. I contribute positively to improvement of instruction.
_____ 8. I believe in and find time for celebrating instructional and academic improvement.
_____ 9. I maintain confidentiality.
_____ 10. I communicate information clearly and succinctly.
_____ 11. I maintain open, two-way communication with school faculty.
_____ 12. I assist in developing appropriate student assessments.
_____ 13. I communicate the importance of focusing on the needs of students and set teacher goals with this in mind.
_____ 14. I conduct planning, modeling, and feedback sessions with teachers.
_____ 15. I help to create a school environment conducive to increasing achievement.
_____ 16. I work with staff to ensure that standards, instruction, and measures of learning are aligned.
_____ 17. I assist in instructional planning.
_____ 18. I model research-based instructional procedures and help teachers implement these procedures.
_____ 19. I add to the positive work environment at our school.
_____ 20. I enjoy my job.

Coaches may be asked to provide evidence/examples of experience used to determine these ratings.
Appendix F: Peer-Assessment Survey

Peer-Rated Leadership Attributes

This instrument is for personal growth use. It is intended to help the Instructional Coach reflect on areas that you feel they are strong in or may need to improve to be the best teacher leader they can be.

<table>
<thead>
<tr>
<th>Leadership (ability to inspire others &amp; maintain their confidence)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes no effort to lead</td>
<td>Tries but lacks confidence</td>
<td>Has some leadership ability with prompting and support</td>
<td>Outstanding ability to lead</td>
<td></td>
</tr>
<tr>
<td>Achievement (ability to formulate, execute and carry plans to conclusion)</td>
<td>Starts but does not finish</td>
<td>Does only what is assigned</td>
<td>Meets average expectations</td>
<td>Superior creative ability and drive to go above and beyond</td>
</tr>
<tr>
<td>Character</td>
<td>Relatively superficial</td>
<td>Over-emotional</td>
<td>Genuine but mild</td>
<td>Warm, rich and growing</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Frequently causes friction</td>
<td>Usually willing to serve</td>
<td>Works well with others</td>
<td>Adds significantly to team success</td>
</tr>
<tr>
<td>Motivation/Williness to serve</td>
<td>Reluctant to serve</td>
<td>Insists on having own way</td>
<td>Motives confused</td>
<td>Eager to serve as needed</td>
</tr>
<tr>
<td>Decisiveness</td>
<td>Unable to make a decision</td>
<td>Hesitant to make a decision without consulting others</td>
<td>Can make decisions after reflection</td>
<td>Can make decisions quickly based on experience and accurate judgment</td>
</tr>
<tr>
<td>Responsiveness (to the feelings and needs of others)</td>
<td>Slow to sense how others feel</td>
<td>Reasonably responsive</td>
<td>Understanding &amp; thoughtful</td>
<td>Exceptionally responsive</td>
</tr>
<tr>
<td>Emotional Resilience (in trying situations)</td>
<td>Gets angry or impulsive</td>
<td>Withdraws</td>
<td>Gets discouraged easily</td>
<td>Meets constructively</td>
</tr>
</tbody>
</table>

Total up points for the rubric above and look at these ranges:
- 0-14 Attributes do not support the role of a teacher leader.
- 15-20 Some attributes support the role of a teacher leader, but they will need to improve on most to become proficient.
- 20-26 Most attributes support the role of a teacher leader. They will need to improve on some areas. They have a lot of potential.
- 26+ Very positive attributes for staying in a teacher leadership role.
Peer-Rated Instructional Coach Elements

Please respond to all statements by selecting one number or letter to the right of the statement. Respond from your own knowledge about this Instructional Coach using the following rating scale with the corresponding response choices:

1- Rarely
2- Occasionally
3- Usually
4- Consistently
X – Do not know/not applicable

Statements:
_____ 1. This Instructional Coach communicates regularly with me.
_____ 2. I am given the opportunity to provide input for activities and programs led by this Instructional Coach.
_____ 3. This Instructional Coach helps us overcome barriers to teaching and learning.
_____ 4. This Instructional Coach leads us in evaluating our instruction and curricular programs.
_____ 5. This Instructional Coach uses information about student performance to help us improve programs and instruction.
_____ 6. This Instructional Coach helps us to identify and solve problems.
_____ 7. This Instructional Coach finds new ways to do things better.
_____ 8. This Instructional Coach contributes positively to improvement of instruction.
_____ 9. This Instructional Coach believes in celebrating instructional and academic improvement.
_____ 10. This Instructional Coach maintains confidentiality.
_____ 11. This Instructional Coach communicates information clearly and succinctly.
_____ 12. This Instructional Coach maintains open, two-way communication with school faculty.
_____ 13. This Instructional Coach assists in developing appropriate student assessments.
_____ 14. This Instructional Coach communicates the importance of focusing on the needs of students.
_____ 15. This Instructional Coach conducts planning, modeling, and feedback sessions with teachers.
_____ 16. This Instructional Coach helps to create a school environment conducive to increasing achievement.
_____ 17. This Instructional Coach works with us to ensure that program standards, instruction, and measures of learning are aligned.
_____ 18. This Instructional Coach assists me in instructional planning.
_____ 19. This Instructional Coach models research-based instructional procedures and helps teachers implement these procedures.
_____ 20. This Instructional Coach adds to the positive work environment at our school.
## Appendix G. Instructional Coach Effectiveness Rubric

**Curriculum, Instruction, and Assessment**

Note: Bulleted indicators are not to be used as a guide toward recognizing strengths and weaknesses.

<table>
<thead>
<tr>
<th>A. Facilitates focused curricular conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rubric</strong></td>
</tr>
<tr>
<td>Exceeding. Engages adults in high-level curricular conversations that improve rigorous thinking.</td>
</tr>
<tr>
<td>Meeting. Effectively facilitates curricular conversation.</td>
</tr>
<tr>
<td>Developing. Occasionally guides curricular-focused conversations.</td>
</tr>
<tr>
<td>Not Meeting. Ineffectively facilitates curricular-based discussions; adults are not discussing the lesson, concept or best practice.</td>
</tr>
<tr>
<td><strong>Indicators</strong></td>
</tr>
<tr>
<td>• Promotes conversation among adults that is relevant to the subject area.</td>
</tr>
<tr>
<td>• Solicits appropriate evidence from adults to support rigorous thinking.</td>
</tr>
<tr>
<td>• Reinforces and encourages positive adult interactions.</td>
</tr>
<tr>
<td>• Encourages comments, questions, examples, and other contributions from adults.</td>
</tr>
<tr>
<td>• Encourages use of current formative and summative assessment data to drive discussion.</td>
</tr>
<tr>
<td>• Models norms of good conversation: active listening, clarifying questions, and constructive responses.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>• Teacher goals</td>
</tr>
<tr>
<td>• Collaboration logs</td>
</tr>
<tr>
<td>• Professional Development feedback</td>
</tr>
<tr>
<td>• Question #15 on Peer Evaluation form</td>
</tr>
</tbody>
</table>

| Eval Notes |
# B. USES A VARIETY OF MATERIALS, RESOURCES, AND METHODS THAT PROMOTE THE DEVELOPMENT OF CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Exceeding. Masterfully integrates a variety of teaching materials and methods, resources, and multimedia that elevate adult thinking, problem solving, and performance. Meeting. Consistently uses a variety of materials, resources, and multimedia for active adult participation and learning. Developing. Adequately uses a variety of materials and methods with adult learners. Not Meeting. Excessively relies on a limited number of materials, resources, and methods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>• Evaluates materials for accuracy and adult interest. • Provides adults with multimedia materials that are appropriate and challenging for all instructional levels. • Uses a variety of teaching material. • Paces instruction appropriately. • Uses questioning strategies effectively. • Models strategies for adults and then provides opportunities for practice, reflection and planning next steps. • Materials, resources, and methods are supported by the Kentucky Core Academic Standards. • Materials, resources, and methods are supported by the goals and direction of the district.</td>
</tr>
<tr>
<td>Evidence</td>
<td>• Collaboration Logs • Lessons plans or materials created with teacher • PD plans • PD feedback forms • Peer Evaluation questions #4, 6, 17, 18, and 19</td>
</tr>
<tr>
<td>Eval Notes</td>
<td></td>
</tr>
</tbody>
</table>
### C. IMPLEMENTS THE DISTRICT OR SCHOOL-APPROVED CURRICULUM

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Exceeding. Masterfully implements the curriculum in professional development; extensively incorporates learning from previous professional developments and self-learning into presentations and follows up which enriches and enhances the curriculum. Meeting. Successfully implements the curriculum in professional development; regularly attends staff development or initiates self-learning to improve knowledge and mastery of the curriculum; weaves new learning into presentations including the approved curriculum. Developing. Inconsistently implements the curriculum into professional development; intermittently attends staff development and/or initiates self-learning. Not Meeting. Inadequately implements the curriculum into professional development.</th>
</tr>
</thead>
</table>
| Indicators      | - Presents staff development, attends team meetings, and initiates self-learning to increase knowledge of recent developments in the approved curriculum.  
- Studies, reviews, and shares related research materials and documents to increase understanding of the curriculum.  
- Demonstrates and includes implementation of the curriculum through student work and other relevant artifacts during professional development as related to the school setting.  
- Relates/connects ideas and information within and across subject matter areas and grade levels.  
- Incorporates relevant resources that enrich the subject matter of a lesson or unit.  
- Monitors research about program and/or curriculum.  
- Uses longitudinal data to modify the curriculum as part of the teaching/learning cycle.  
- Strives to understand and support all curricular areas. |
| Evidence        | - Attendance at trainings and district curriculum meetings  
- Coaching cycle engagement with multiple curriculum areas  
- Questions #2, 4, 6, 17, 18, 19 on Peer and Self Feedback Forms |
<p>| Eval Notes      |                                                                                                                                                                                                                                                                       |</p>
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Exceeding. Systematically reflects on evidence of adult knowledge and skills and uses it in an ongoing way to improve teaching and learning. Meeting. Collects and reviews evidence of adult knowledge and skills to meet student needs. Developing. Collects and reviews evidence of adult knowledge and skills. Not Meeting. Keeps limited or sporadic evidence of adult knowledge and skills; does not use evidence to improve instruction.</th>
</tr>
</thead>
</table>
| Indicators | • Systematically collects evidence of adult level knowledge and skills at assigned schools to guide facilitation and staff development objectives.  
• With teaching staff, analyzes student work to further guide instruction and enhance understanding.  
• With teaching staff, reviews evidence of student performance/assessments.  
• Encourages teaching staff to save good examples of tools used for data collection, assessment, and observations. |
| Evidence | • Teacher Improvement Plan goals and results.  
• Teacher data collection systems (i.e. data folders, data centers, Campus grade book system, Common Assessment data analysis)  
• Questions # 5, 13, 14, and 17 on Peer and Self Reflection Forms |

**Eval Notes**
### Professional Responsibilities and Leadership

#### A. Motivate Adults with a Supportive Learning Environment

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Exceeding. Genuinely cares for and mentors adults and purposefully motivates them to learn by using many strategies. Demonstrates effort-based education principles by honoring adult accomplishments and developing a risk-free environment. Meeting. Effectively motivates adults by creating a supportive learning environment. Developing. Moderately motivates adults; too much energy is spent on directed presentations and not enough on active, adult engagement. Not Meeting. Rarely motivates adults and has not created a supportive learning environment.</th>
</tr>
</thead>
</table>

| Indicators | • Communicates clearly in speaking and writing, using precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.  
• Encourages positive social interaction by managing instructional groups, monitoring interactions among participants, and not tolerating harassment or social exclusion.  
• Encourages participants to explore, question, and take charge of their learning in a safe environment.  
• Actively listens to participants.  
• Acknowledges and honors adult learners as individuals for their skills, ideas, interests, and knowledge.  
• Recognizes participants’ accomplishments, celebrates their achievements, and showcases adult/student work.  
• Demonstrates integrity, honesty, courtesy, respect, fairness, consistency and confidentiality. |
|---|---|

| Evidence | • Collaborative Logs  
• Questions #1, 8, 9, 10, 11, 12, 14, 16, and 20 on Peer and Self Feedback Forms |
|---|---|
### B. DEMONSTRATES INTEGRITY, PROFESSIONAL AND ETHICAL STANDARDS WITH COLLEAGUES, PARENTS, GUARDIANS, AND OTHER COMMUNITY MEMBERS

| Rubric          | Exceeding. Exemplifies personal integrity with colleagues and others through consistent professional and ethical behavior  
|                 | Meeting. Reliably demonstrates personal integrity, professional and ethical standards with colleagues, families, and other community members.  
|                 | Developing. Inconsistently demonstrates personal and professional integrity.  
|                 | Not Meeting. Rarely demonstrates personal and professional integrity.  
| Indicators      | - Respects and maintains confidentiality.  
|                 | - Assumes responsibility for personal actions, demeanor, and appearance.  
|                 | - Understands and accommodates for individual differences.  
|                 | - Demonstrates a commitment to duties and obligations.  
| Evidence        | - Question #10 on Peer and Self Evaluation Forms  
|                 | - Self-Attribute Form  
|                 | - Data collected from time allocations  
| Eval Notes      |