INNOVATION CONFIGURATION

Coaching and Induction

2022-2023

Executive Director: Michael Walker

Director: Angela Brown

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Introduction

The Instructional Coach Development and Credentialing Innovation Configuration (ICs) identifies and describes the major components or actions, in behavioral terms, of those who will have the role of Instructional Coach, Induction Coach, Instructional Support Specialist and any other district instructional coach positions.

The **Broward Coach Credentialing Program (BCC)** is designed to provide professional development to School-Based Instructional Coaches, ESOL Resource Teachers, and any other school-based personnel in a coaching role in the area of coaching and mentoring. Other school-based personnel may elect to enter the program with permission from their principal if their role in a school is to support teachers. Teachers with full class loads are not able to complete the requirements of this program.

Pursuant to the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C., the Broward Coach Credentialing Program and the content-specific coursework train instructional coaches to support teachers with standards-based instruction and analyze evidence of learning to drive practice and increase student achievement. Broward Coach Credentialing is a two-year transformative and comprehensive coaching program encompassing five, one-day Professional Development modules and face-to-face/virtual support from Master Coaches. Broward Coach Credentialing includes both Professional Development Modules from the Department of Coaching and Induction as well as content-based instruction from the Office of Academics. Year one of the coach credentialing program must be completed within the first year of the instructional coach assignment and year two must be completed by the end of the second year of the instructional coach assignment. Transformative coaching practices aid coaches and teachers to achieve goals and enhance their performance to increase student achievement. Upon successful completion of the Broward Coach Credentialing program, participating Instructional Coaches will become Credentialed Coaches.

Through a blended learning model, all attendees must complete an electronic Coaching Data Project with samples of their best work to be shared in the Canvas portal. Throughout the Coaching Data Project, Instructional Coaches provide evidence of ongoing analysis of student data, effective lesson planning with teachers, offering constructive feedback, and reflecting on practice. Instructional Coaches reflect on their Coaching Data Project and share supporting evidence of transformative coaching and the specific actions they have taken to achieve goals established with teachers.

The Department of Coaching and Induction has also established the **Transformative Coaching Series** which consists of 5 purposefully designed phases centered on

impacting beginning teacher practice and student outcomes. The cycle, comprised of specific protocols, allows for flexibility and fluidity with a consistent and uniform focus on classroom environment, instructional practice and classroom culture. Induction Coaches utilize this process to delineate high priority areas with alignment to research-based strategies on elements that capture teacher strengths and areas for growth to develop a central focus for the cyclical progression. This cyclical process promotes linkages based on a central focus that allows for engagement in inquiry of teacher practice and its' impact on student learning. Induction Coaches, rigorously trained veteran educators, engage in ongoing professional learning and data analysis to consistently inform coaching practice.

All K-12 Instructional Coaches, Curriculum Specialists, and District Coaches who work directly with teachers to support instruction and student academic success are invited to the **Instructional Coach Symposium**; a one-day institute designed to provide focused professional learning opportunities for all instructional coaches. The impact on participant learning includes the identification of strategies and processes designed to improve coaching practice. Participants take a deeper dive into the specific roles and functions of an Instructional Coach. Participants enhance their ability to provide meaningful and effective feedback, engage in authentic coaching conversations, and gain greater insight into the analysis of student data to guide instruction.

The Department of Coaching and Induction has created the **Teacher to Coach Pre-Credentialing Program** to offer experienced educators the opportunity to participate in professional learning to become an Instructional Coach. Using job-embedded coaching strategies, the Teacher to Coach Pre-Credentialing Program engages participants with research-based learning opportunities that communicate the roles and expectations of an Instructional Coach. Participants become part of a cohort of teacher leaders collaborating with experienced Credentialing Master Coaches to develop coaching skills and processes in a meaningful way to advance practice and increase student achievement.

Teacher to Coach participants attend 10 3-hour sessions facilitated by Credentialing Master Coaches. The blended learning professional development introduce **Instructional Coaching Roles and Coaching Processes** important to teacher advancement. Through collaboration, discussion, and reflection, participants learn to implement effective coaching strategies with teachers that will increase student achievement. Participants enrolled in the Teacher to Coach Program create a strategic plan using coaching protocols for improving classroom instruction in areas determined by student data.

The Department of Coaching and Induction introduced the **Teacher to Coach Segment 2** Professional Development during the 2020-21 school year. The pre-

requisite for this course is completion of the Teacher to Coach Program and designated job assignment as a current Instructional Coach. The Teacher to Coach Program Segment 2 is designed to credential participating pre-credentialed Instructional Coaches who have completed the pre-credentialing segment. The colloquium offers participants opportunities to share their expertise and contemplate current coaching experiences. Through collegiality and reflection on practice, pre-credentialed Instructional coaches continue to increase the effectiveness of all teachers by providing differentiated facilitative mentoring. Through a blended learning model that supports educators through data-driven research-based approaches, pre-credentialed Instructional Coaches submit artifacts demonstrating competency through the Canvas platform as well as engage in face-to-face/digital support. As indicated in the Broward Coach Credentialing Program, all Teacher to Coach Segment 2 participants must also meet the requirements of an Instructional Coach including content area coursework designated by the Office of Academics. Once all criteria are met, the Instructional Coaches receive the credentialing qualification from the Department of Coaching and Induction.

The Department of Coaching and Induction provides newly hired teachers (traditional and alternatively certified) support in their first year of employment by a school-based **Teacher Induction for Effectiveness and Retention (TIER) Mentor**. T.I.E.R mentors provide opportunities for (a) weekly mentoring and induction activities; (b) common planning time, (c) ongoing opportunities to observe other teachers, (d) co-teaching and (e) reflection and follow-up discussions. The comprehensive tiered progression of support includes Low-level support whereby T.I.E.R. Mentors operate as providers of information to assist beginning teachers; Mid-level support whereby T.I.E.R. Mentors function as thought partners. Participants engaged in identifying challenges and determining viable solutions; and High-level support whereby T.I.E.R. Mentors act as skill developers for new teachers.

The T.I.E.R. informational sessions for both mentors and liaisons focus on critical information that allow for an equitable, uniform, and consistent approach to new teacher support within the BCPS school sites as well as fostering optimal collaboration to advance teacher practice. During the quarterly informational sessions, mentors engage in examination of coaching strategies as well as the analysis of teacher progress and support pathways. Monthly logs and quarterly timelines are reviewed, and examples provided on how to complete and submit required documentation as evidence of on-going individualized support to new instructional staff.

BCPS has demonstrated a commitment to improving opportunities across the career continuum. The Career Continuum and the professional learning programs needed for teachers to become coaches were developed under previous Teacher Incentive Fund grants and have been scaled districtwide. At the beginning of the TIF 4 Project, BCPS

partnered with the New Teacher Center (NTC) to develop a research-based framework for professional development for all coaches. By the end of the grant period, BCPS fully sustained a comprehensive coaching model to maximize the effectiveness of all instructional coaches by providing enhanced and differentiated transformative coaching strategies to support teachers in relevant curriculum strategies and initiatives. The program grows internal capacity, expands contextualized support, and streamlines targets for teacher development.

Through the Equity for Instructional Performance (EQUIP) Teacher and School Leader (TSL) Project, the Department of Coaching and Induction aims to increase student achievement in 20 selected high-need schools and support the professional growth of teachers and school leaders focusing on educator preparation, retention, and advancement. As BCPS implements the Florida's BEST standards and assessments, the Department of Coaching and Induction of the system. Through EQUIP, BCPS will partner with St. Thomas University (STU), Florida Atlantic University (FAU), and Broward College (BC), Nova Southeastern University to offer the following programs: (a) Para-to-Teacher Residency, (b) Substitute-to-Teacher Residency, and (c) Equip Leadership Program (ELP). The goal of EQUIP is to increase student achievement in the selected high-need schools by supporting the professional growth and diversity of the educator workforce.

EQUIP will provide funding to establish a Career Continuum Leadership Team (CCLT) and site-based mentors at each participating school to keep all educators enthusiastic and growing. The CCLT is designed to help schools build capacity and provide valuable mentorship at each level of an individual's career. The Career Continuum Leadership Team will guide the respective educator towards professional growth and promotion. The establishment of these teams creates a clear and defined pathway for educators to follow to set goals and grow professionally. Each member will be trained through an existing district-level leadership mentoring course that will be enhanced in the areas of diversity, equity, and educational leadership through the partnership with FAU. The selected EQUIP teachers will work to mentor educators along the career continuum by participating in the Broward Coach Credentialing Program and earn the Coach Credentialing qualification.

The Department of Coaching and Induction will also offer teachers the opportunity to participate in **Diversity, Equity and Inclusion Training** at each of the designated EQUIP school sites. Objectives of the trainings include:

> 1. Participants will engage in social-emotional based diversity, equity, and inclusion training.
>
> 2. Participants will be able to state the purpose of culturally relevant and responsive teaching.
>
> 3. Participants will be able to identify strategies for creating culturally responsive classroom spaces.

Induction Coaches provide job-embedded coaching for all new teachers in participating schools for their first two years, as well as support for school-based mentors, who will provide support for any struggling teachers. All teachers in participating schools will engage in yearly professional learning opportunities that build their skills in cultural competence, mental health and wellness, and academic recovery.

The Department of Coaching and Induction will offer test preparation through a blended learning platform provided by **Learning Liaisons**. All courses are directly aligned with the competencies and skills on each exam, per the Florida Department of Education. Training includes individual teacher follow-up by The Learning Liaisons. This funding for exam preparation will enable teachers on emergency credentials to obtain certification. Full certification will also be available through an education partnership with St. Thomas University's School of Arts and Education.

In concert with NSU's College of Psychology, the Department of Coaching and Induction is developing a project designed to increase administrators' and teachers' ability to recognize trauma, emotional and other related issues when children in Kindergarten through Grade 12 exhibit them in or outside of the classroom. The project also includes how to recognize if they, as educators, may be suffering from trauma, emotional and or stress related issues.

The project will have two phases and follow a train-the-trainer model. Broward Schools will assemble cross-functional teams of four participants from twenty identified high-need schools within Broward County Public Schools. The teams each include a school principal, an assistant principal, a district leader and a teacher. The teams will have the opportunity to talk about their current unique scenarios and share their deficits or areas in their school, which could be improved with the proper training and education.

Training will be delivered via quarterly full-day in-person workshops. Each workshop will build on the previous one with the expectation they will take back to their peers to disseminate what they learned by implementing the train-the-trainer model.   The project goals include:
- Plan, develop and deliver four one-day trainings for the cross-functional teams.
- Make the workshops lively, interactive and relevant for the participants.
- Gauge learning progress through a variety of methodological assessments.
- Create a sustainable program and delivery mechanism for Trauma related training for the future.

Needs Assessment

The following data indicated a continuous need for Instructional Coaches within the Broward County Public Schools. The number of coaches that have been credentialed for the previous years are as follows: 2013-2014: 16 Credentialed Coaches; 2014-2015: 138 Credentialed Coaches; 2015-2016: 94 Credentialed Coaches; 2016-2017: 76 Credentialed Coaches; 2017-2018: 82 Credentialed Coaches; 2018-2019: 141 Credentialed Coaches; 2019-20: 107 Credentialed Coaches; 2020-21: 88 Credentialed Coaches; and 2021-22: 48 Credentialed Coaches. The comprehensive professional development is designed to train new coaches and specialists on effective coaching strategies, planning for student success, targeted instructional observations, and analyzing student learning. The data, shows the need to continue to offer a comprehensive professional development to train coaches and Instructional Specialists on effective coaching strategies, planning for student success, targeted instructional observations and analyzing student learning. The Instructional Coaches' ability to vacillate between the various roles and functions in support of teacher practice and pedagogy directly impacts student learning. As a result of attending, the Instructional Coach garners additional evidence-based strategies for improving instruction, and to offer teachers practical, classroom-focused assistance. The goal of the Broward Coach Credentialing program is to have 100% of both school-based, district-based coaches and district Instructional Specialists credentialed.

During the 2021-22 school year, the Department of Coaching and Induction offered additional professional development for individuals who became coaches and attended Teacher to Coach during the 2019-20 and 2020-21 school years. As a result, 100% of the Teacher to Coach Segment 2 participants will be credentialed once the academic coursework is complete.

Based on participation in the Teacher to Coach Pre-Credentialing Program, 91% (2020) and 100% (2021 and 2022) of the participants completed all the required activities to demonstrate understanding and apply their new learning. Data gathered from Learning Across Broward (LAB) surveys indicated the need to offer a comprehensive professional development to train teacher leaders on effective coaching strategies, planning for student success and analyzing student learning.

There were 209 participants registered for the 2020-21 T.I.E.R. Liaison Training. As a result of attending, 95% of the participants who completed the survey agreed/strongly agreed that the content provided them with information that is relevant to their job and 89% of the participants agreed/strongly agreed that the information provided will contribute to improvements in their job performance. In addition, 1,985 participants registered and attended the 2020-21 T.I.E.R. Mentor Trainings, and as a result, 91% of the participants who completed the survey agreed/strongly agreed that the content

provided them with information that is relevant to their job and 88% of the participants agreed/strongly agreed that the information provided will contribute to improvements in their job performance. This data indicates that the mentoring framework and training represents a research-based and comprehensive guide formulated for T.I.E.R. mentors and liaisons to provide support to new educators. This expansive district-wide training necessitates the engagement of multiple stakeholders to facilitate a multi-faceted approach to promote teacher retention and cultivate growth.

Data also indicates that across BCPS, 61% of teachers in more affluent, low-FRL elementary schools earned a Highly Effective rating for the Instructional Practice component of the overall BRiDGES evaluation, as compared to 39% of teachers in economically disadvantaged high-FRL schools. A second need relates to the new set of Florida standards and assessments. Florida's new Benchmarks for Excellent Student Thinking (BEST) Standards include a focus on high-quality instructional materials and study of civics and government throughout the K-12 curriculum. The implementation of BEST standards and accompanying professional development for teachers throughout Florida began in 2021-22 school year and will continue through the EQUIP timeline. School-based mentor teachers and Induction Coaches will offer strand-specific support for teachers within their building, and in-class coaching for novice and struggling teachers.

EQUIP schools have an average of 87% of students on Free and Reduced Lunch (FRL) and an average of 39% of teachers in their first three years compared to 26% districtwide. Additionally, EQUIP students perform lower on State Florida Standards Assessment (FSA) tests. At EQUIP schools, students' scores in 2020-21 were 29% proficient in ELA, 25% in Mathematics, 23% in Science, and 41% in Social Studies. Results also indicate that 38% of students met expected learning gains in ELA and 24% made learning gains in Mathematics. In addition, the COVID-19 pandemic has exacerbated disparities in opportunities to learn for underserved students, amplified racial injustices, and produced a deep need for mental health/wellness interventions for children and adults alike. Unfinished learning has resulted in students who are already below grade level being even further behind. As a result, EQUIP will ensure that all teachers within participating schools engage in professional learning opportunities related to cultural competence, teachers' self-care/wellness, student mental health, and learning loss/recovery.

Currently, there are 228 teachers in the 20 identified EQUIP schools who are in jeopardy of losing their jobs within the next one to three years due to certification requirements. BCPS teachers on temporary certificates must fulfill coursework requirements based on the statement of eligibility provided by the State. This program is designed to offer graduate level online certification courses taught in 3-week cycles. EQUIP funding will be utilized to enable teachers on temporary certificates to take the

courses necessary for full licensure, allowing for greater retention of these educators. The Department of Coaching and Induction will prioritize those teachers whose licenses are due to expire in SY2021-22 to quickly impact teacher retention, all while providing professional learning to nurture the effectiveness of these educators.

"Teachers are the single most important school-based factor affecting student achievement" (Reform Support Network, 2015). The 20 schools chosen for EQUIP show a clear inequity in the distribution of Highly Effective teachers compared to their more affluent counterparts. The proposed activities to address this need are grounded in a body of research that shows that students assigned to high-VA ("value-added") teachers are more likely to attend college, attended higher-ranked colleges, earn higher salaries, live in higher SES neighborhoods, and save more for retirement (Chetty et al., 2014). Having highly effective teachers is paramount to a students' success, and rewarding the value add that teachers bring is likely to yield improvement in teachers' instructional performance and overall effectiveness ratings. In addition, research indicates that Black students who are taught by a Black teacher "benefit in every possible dimension you could imagine measuring, whether that's test scores and grades, behavior, reducing chronic absenteeism, or longer-run outcomes we really care about, like high school graduation and college enrollment" (Gershenson et al., 2021). Additional studies show positive academic outcomes, gifted program referrals, and teacher expectations increase – whereas dropouts and suspensions decrease – when Black students are taught by Black teachers for even one year (Gershenson et al., 2018; Papageorge et al., 2018). Hispanic teachers also serve the social and emotional needs of Hispanic students through shared linguistic diversity and shared cultural experiences to create classroom environments that foster social and emotional support and subsequently greater academic success of Hispanic students (Bristol & martin-Fernandez, 2019). EQUIP seeks to diversify the teacher workforce and provide careful attention to equity and cultural competence through participating schools and the district.

Needs of selected EQUIP schools include (1) improved school performance and student achievement, (2) more diverse, highly effective teachers, especially in critical content areas, (3) fully certified teachers, (4) enthusiastic, growth-oriented educators who experience education as a long-term career with opportunities for advancement, and (5) equitable systems and school environments where individuals of all races, cultures and identities can thrive.

Instructional Coaching - Background, Rationale and Data

Background

Coaching helps educators make informed decisions about instruction and school organization that will lead teachers to teach in ways that help students gain a deep knowledge of subject matter so that they can bring that knowledge to bear on problems and questions that matter (Neufeld and Roper, 2003). Coaches frequently work one-on-one with a teacher directly in the classroom and meet with the teacher before or after a lesson. Student work is used as a springboard to discuss teaching strategies or as help to plan next steps for instruction. Susan Poglinco et al. (2003), define coaching as "a form of inquiry-based learning characterized by collaboration between individual, or groups of, teachers and more accomplished peers."

Coaches use a wide variety of professional development procedures to foster extensive high-quality implementation of interventions. These procedures include (a) conducting individual or small group meetings to identify how to best collaborate with a teacher/teachers in addressing their most pressing concerns, (b) guiding teachers through instructional manuals, checklists and other materials, (c) collaboratively planning with teachers to identify when and how to implement intervention, (d) preparing materials for teachers prior to instruction, (e) modeling instructional practices in teachers' classrooms, (f) observing teachers using interventions and (g) providing feedback (Knight, 2004).

Rationale

The principles of instructional coaching are grounded in research in effective professional development and professional learning communities. Coaching appears to be a promising approach because it strives to blend what is known about effective professional development with school-based and school-specific needs, regarding both content and school climate. Coaching can take many forms.

There are <u>six factors</u> that can increase the likelihood that coaching can have a positive impact:

1. **Sufficient time to work with teachers**

   To move a school forward, coaches must spend the majority of their time working with teachers on instruction. This seems obvious, but the most frequent concern raised by more than 300 instructional coaches (Knight, 2006) was that they are asked to complete so many <u>non-instructional tasks</u> they had little time left to work with teachers. Because coaches' <u>job descriptions are often vague or nonexistent</u> and because their schedules are more flexible than the schedules of others, they often are asked to do many non-instructional tasks. Paying coaches to supervise students at lunch, pull data and write reports or serve as a substitute teacher is a poor way to spend money and an even poorer way to improve teaching practices in schools.

   In Cecil County, MD, where there is an instructional coach in each of the 17 elementary schools, the coaches and administrators draw up a pie chart that depicts exactly how much time they agree the coaches should spend on various tasks. Then, each week the coaches report to their principals how the time was spent. If necessary, this allows the coach and principal to adjust the time allocations so they can focus their efforts on improving instruction.

2. **Proven research-based interventions**

   If instructional coaches are going to make a difference in the way teachers teach, they need to have scientifically proven practices to share. Hiring coaches but not ensuring they have proven practices is a bit like trying to paint a beautiful painting without any art supplies. Instructional coaches need to have a <u>repertoire of protocols</u> to help them assist teachers in addressing their most pressing concerns. Instructional coaches should provide <u>job-embedded, professional learning</u> for the teachers and schools they service.

3. **Professional development for instructional coaches**

   Coaches need to understand the interventions they are sharing, and they need to understand how to productively employ the coaching process. Without their own professional development, instructional coaches run the risk of being ineffective, wasting time and money or even misinforming teachers. Therefore, coaches need to participate in their own professional

development to ensure they know how to coach and what to share when they coach classroom teachers.

4. **Professional development for coaches should address at least two subjects**

First, coaches should engage in various professional learning activities designed to improve their coaching practices. Specifically, instructional coaches learn how to employ powerful, proven practices to (a) involve teachers in the coaching process; (b) identify appropriate interventions for teachers to learn; (c) model and gather data in the classroom; and (d) engage in dialogue about classroom and other data. Additionally, instructional coaches improve their professional skills in areas such as communication, relationship building, change management and leadership.

Second, professional development for coaches should deepen their knowledge about the teaching practices they are sharing with teachers and about specific content being taught. Obviously, if coaches have a superficial knowledge of the information they share with teachers, they will not know what to emphasize when they discuss, model or observe during professional learning with teachers. Indeed, coaches who do not deeply understand what they are sharing with teachers could misinform teachers and make things worse, not better, for students.

Instructional coaches will be provided with a sequenced curriculum of professional development that addresses areas of: Transformative Coaching Strategies, Using Data to Transform Coaching Practice, Evidence of Learning, Using Data to Drive Instruction, Perseverance in Coaching, Coaching on the Redline, and Effective Feedback. Throughout the professional learning, Instructional Coaches will develop a Coaching Data Project to share their understanding and application of practice through interactions with Master Coaches and online discussions using the Canvas platform. In addition, coaches would participate in content professional development through the Department of Academics. The coaches develop a deep understanding of scientifically proven practices they can share with teachers to help them improve in any or all areas.

5. **Protecting the coaching relationship**

Many, perhaps most, teachers see their profession as an integral part of their self-identity. Consequently, if coaches and others are careless with their comments or suggestions about teachers' practices in the classroom, they run the risk of offending teachers, damaging relationships, or at the very least not being heard. Because teaching is such a personal activity, coaches need to win teachers' trust. <u>Trust is an essential component of an open coaching relationship</u>.

Coaches who participate in the Broward Coach Credentialing Program define their relationship with teachers as a partnership. This partnership approach is based on the assumptions that (a) coaches and teachers are equal partners, (b) teachers should have a choice about what and how they learn, (c) teachers should reflect and apply learning to their real-life practice as

they are learning, (d) professional development should enable authentic dialogue and (e) coaches should respect and enable the voices of teachers.

To make it easier for coaches to work as partners with teachers, educational leaders must protect the coaching relationship. If leaders ask coaches to hold the dual role of administrator and coach, they put their coaches in a difficult situation.

Administrators, by definition, are not peers. Usually, people are more guarded when they talk with their bosses than when they talk with their peers. Coaches will find it easier to have open conversations about teaching practices if their collaborating teachers do not view them as bosses and, therefore, do not have to worry about how their comments might affect the way they will be evaluated.

6. Ensuring principals and coaches work together

The instructional coach can be and should be the right-hand person of the principal when it comes to instructional leadership in schools, but the principal must remain the instructional leader. No matter how much a coach knows, and no matter how effective a coach is, the principal's voice is ultimately the one most important to teachers. For that reason, coaches must understand fully what their principals' vision is for school improvement, and principals need to understand fully the interventions that their coaches have to offer teachers. One way to ensure principals get the most out of their instructional coaches is to provide them with sufficient professional development. Principals who do not understand the importance of protecting the coaching relationship may act in ways that make it difficult for a coach to be successful. Also, a principal who is unaware of the tools that an instructional coach can offer will be unable to suggest them to teachers who might benefit from learning them.

District administrators in Pflugerville, Texas, a district with three high schools, four middle and 15 elementary schools, address this issue by providing coaching professional development for administrators. In Pflugerville, middle and elementary principals, along with the directors of special education, language arts, mathematics and technology, attended sessions with their lead teachers and coaches to ensure that both administrators and coaches developed a shared understanding of each coach's goals, responsibilities and methods.

7. Hiring the right instructional coaches

All the factors described here will not yield success if the wrong people are hired as coaches. Indeed, the most critical factor related to the success or failure of a coaching program may be the skills and attributes of the instructional coach.

First, instructional coaches must be excellent teachers, particularly because they will likely provide model lessons in other teachers' classrooms. They also need to be flexible since their job requires them to change their plans almost daily to meet the changing needs of teachers. In addition, coaches should be highly skilled at building relationships. In our experience,

whether a teacher adopts a new teaching practice has as much to do with the instructional coach's communication skills as with whatever intervention the coach has to share. Simply put, if teachers like a coach, they usually will try out what the coach suggests. If they don't like the coach, they'll even resist helpful teaching practices.

Jim Collins' study of great organizations in Good to Great offers additional insight into the desirable attributes of an effective coach. Great leaders, Collins writes, "are ambitious first and foremost for the cause, the movement, the mission, the work — not themselves — and they have the will to do whatever it takes to … make good on that ambition."

The attributes Collins identifies in great leaders are also found in the best instructional coaches. They need to be ambitious for change in their schools and willing to do, as Collins emphasizes, "whatever it takes" to improve teaching practices. If a coach is too passive about change, chances are that little will happen in the school. At the same time, if a coach is too self-centered or aggressive, there is a good chance the coach will push teachers away. Effective coaches embody what Collins describes as a "compelling combination of personal humility and professional will." They are affirmative, humble and deeply respectful of classroom teachers, but they are unwilling to rest unless they achieve significant improvements in teaching and learning in their schools.

8. Evaluating Coaches

Evaluation is a major mechanism for continuous improvement of any coaching program. Involve coaches in the process of creating guidelines, standards and tools to be used for evaluation. The Department of Coaching and Induction provides guidelines and resources for evaluating and observing instructional coaches in the field.

Research finds that coaching can have a positive impact on a number of outcomes: "meaningful career paths to retain top performers, job-embedded professional learning that creates a cycle of continuous improvement in schools, and instructional practice that raises outcomes for students" (University of Florida, 2016, p. 21). Coaching has been found to improve the quality of instruction and effects on student achievement by 0.49 standard deviations and 0.18 standard deviations, respectively (Kraft & Blazar, 2018, p. 71). A study published by the Institute of Education Sciences (Raue & Gray, 2015) finds, "Teachers who were assigned a mentor and participated in induction during their first year of teaching were more likely than teachers without these supports to teach for at least five years." This brief assert, "Induction and mentoring programs have been shown to improve classroom instructional practices as well as student achievement as measured by test scores." Characteristics of a "comprehensive" mentoring and induction program include appropriate time and support, grounding in high standards, incorporation of teaching standards, criteria for mentor selection and training, compensation for mentors, ongoing and connected professional development for new teachers, and supportive school leaders and school cultures (Woods, 2016).

Data

The following section provides data from other districts around the country that have been using instructional coaching with proven success. Included in this section are several different models being used in districts and the results from their efforts.

Instructional Coaching Models in Other Districts

Albuquerque Public Schools (APS) launched its instructional coaching program in the 2001-2002 school year, as part of the nation-wide movement toward <u>on-site, job-embedded teacher professional development</u>. By 2004-05 APS had 111 instructional coaches (IC) in 101 schools. APS' professional development department, Teaching and Learning Systems (TLS) trained instructional coaches in Cognitive Coaching, one of several coaching models designed to help teachers adopt, integrate and apply new knowledge and skills in the classroom. TLS and district leaders asked RDA to evaluate the IC program both to assess its effects on teaching as well as to identify factors essential to success.

APS' instructional coaching program was deemed highly effective by principals, coaches and teachers alike. IC fidelity to the essential coaching functions resulted in the best outcomes. Where fidelity was high, 81% of teachers reported substantial improvements in teaching practices. The most positive teaching outcomes resulted when teachers received both one-on-one and group coaching. The IC program also demonstrated cost-effectiveness by reaching an average of 81% of teachers with predominantly one IC per school. Teachers and principals preferred instructional coaching to previous professional development approaches. Instructional coaches mentored new teachers, coached experienced teachers, facilitated teacher collaboration, and provided school-wide professional development. A majority of coached teachers reported that instructional coaching improved their instructional practice in at least one way. Coached teachers across the entire career span reported that they gained new instructional skills and applied those skills in their classrooms. Principals, teachers and ICs reported an increased alignment to instructional standards as a result of coaching.

Keys to success include: collaborative school climate; effective school leadership; IC fidelity to the essential coaching functions; and teacher participation in both one-on-one and group-level coaching.

A barrier to IC program success and sustainability was differing expectations among district and school leaders. Conflicting messages may have contributed to widespread IC performance of non-coaching functions (Dunavin and Heath, 2005). For the past decade, researchers at the Kansas University Center for Research on Learning have been implementing, refining and evaluating instructional coaching programs. They have provided professional development and consultation to programs in 14 states across the country.

The *Juneau (Alaska) School District* has invested time and resources in providing professional development and materials to teachers. Instructional coaches ensure maximum use of the district's investment by providing ongoing support and access to resources. Instructional

Coaches currently play a critical role in supporting the implementation of a variety of district programs. Research shows that programs are unlikely to be widely adopted by teachers without the ongoing support of Instructional Coaches. The aim of Initiative 5 is to "Create a coordinated professional development system that is responsive to achievement data, aligns with school district improvement efforts, and maximizes the investment of district resources." Instructional coaches collaborate with district administrators, principals, and teachers to analyze and respond to student achievement data. Coaches are trained in data analysis, 5D Instructional Framework, Alaska Work Keys, and DRA2. Instructional coaches enhance Professional Learning Communities by providing professional development, assisting teachers with data analysis, and planning differentiated instruction for their students. Instructional Coaches currently play a critical role in supporting the implementation of district programs and work with teachers to implement the JSD Strategic Plan.

Established in 2005, the *Fairfax County Public Schools* Instructional Coaching program prepares and supports teacher leaders who guide their colleagues in data analysis, best practices, and collaboration to improve student learning. The program began with 24 instructional coaches, 19 elementary school coaches and 5 middle school coaches. Over the years, the program has grown. Currently, the program has 58 elementary, 17 middle, and 3 high school instructional coaches.

The purpose of the Instructional Coaching Program is to raise the student achievement in reading and math, close the achievement gap, and develop cultures of collaboration. The instructional coaches follow a specific plan of action in working with teachers in their schools. This action model cycle specifies how the instructional coaches do their work and mirrors how teachers work with students. For example, instructional coaches first must build relationships with colleagues, just as teachers work to build relationships with students. At any given point, instructional coaches are able to identify how they are working on the continuous cycle. The coaching work, whether with a new teacher, a veteran teacher, or a group of teachers, will always center on the bottom line: reading, math, and closing the gap in a culture of collaboration. The instructional coaches are also guided by their FCPS Instructional Coaching Standards to ensure there is an alignment with district and national expectations.

The instructional coaches work mainly with teams of teachers when performing the coaching work. Instructional coaches in FCPS allocate their time so they spend 60 percent working with teams of teachers, 30 percent working with individual teachers, and 10 percent on their own professional development. In addition, building capacity within teachers and teams creates a culture of teacher leaders who are comfortable with data analysis, collaboration, and facilitating professional development. Creating this culture supports the mission of the Instructional Coaching program which is to build the adult learners' capacity to advance the achievement of all students and to close achievement gaps.

The program's vision is that instructional coaches are integral members of professional learning communities where professional learning is directly tied to daily ongoing work, student learning is the shared focus at all times, best practices are valued and consistently implemented, data is analyzed continuously to inform instructional decisions, success is celebrated frequently, and collaboration is a way of being.

In the fall of 1991, the *Spokane School District* began a process to review the service models and in-service designs for program and basic education staff in our Title I schools. Since that time, instructional coaches have been a part of the district's program in differing roles (Early Childhood Facilitators, Instructional Coaches, Facilitators, etc.). In 2004, an Instructional Coaching Model was developed in order to bring coherence to the differing roles. The objectives of the first Instructional Coaching Model were 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 learning
- Participate in on-going and extensive professional development

Since the amount of research into instructional coaching has continually increased, it became essential to develop a clear and specific description of the Instructional Coaching Model to build coherence across the District. In early 2007, the Professional Development Advisory Committee, composed of administrators, teachers and instructional coaches, began to work on updating the Professional Learning Framework. In 2008, the committee began work on revising the coaching model.

The Spokane School District *Instructional Coaching Model*
A. The Roles of Instructional Coaches in the *Instructional Coaching Model*

Role #1: *Classroom Supporter*
Purpose: To increase the quality and effectiveness of classroom instruction based on using the gradual release model and may include but is not limited to:
  - Collaborating
  - Co-planning

- Modeling
- Co-teaching
- Provide descriptive feedback based on teacher requested observation

Role #2: *Instructional Supporter*
Purpose: To support the implementation of effective instructional strategies including but not limited to:
- Assessment for learning
- Differentiation of instruction
- Standards based grading
- Building teacher capacity by working with intervention groups for short periods of time in elementary classrooms

Role #3: *Curriculum or Content Facilitator*
Purpose: To promote implementation of state standards through adopted curricula including but not limited to:
- Increasing teacher content knowledge
- Facilitating a better understanding of the structure of the written, taught, and tested curriculum
- Dissecting standards to guide identification of essential knowledge and skills

Role #4: *Data Coach*
Purpose: To facilitate conversations using data to drive instructional decisions including but not limited to:
- Collaborating with teachers to analyze formative and summative student achievement data
- Assisting teachers with the use of data to improve student learning

Role #5: *Facilitator for Change*
Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically including but not limited to:
- Fostering a safe, trusting environment for teachers
- Introducing alternatives and refinements for teacher instructional practices

Role #6: *Learner*
Purpose: To engage in continuous learning in order to keep current including but not limited to:
- Engaging in professional development opportunities and professional reading
- Practicing and reflecting on what is learned

Role #7: *Professional Learning Facilitator*
Purpose: To design and facilitate effective professional learning opportunities based on SPS *Professional Learning Framework* including but not limited to:
- Providing professional development
- Facilitating other forms of professional development (e.g., bringing in consultants)

Role #8: *Resource*
Purpose: To identify a variety of resources to enhance classroom instruction and student achievement including but not limited to:
- Identifying instructional and assessment resources requested by teachers
- Sharing research and instructional best practices

Role #9: *School Leader*
Purpose: To support and communicate the school and district initiatives with the school community including but not limited to:
- Involving stakeholders in the implementation of the School Improvement Plan
- Connecting with community stakeholders by sharing instructional practices that impact students
- Acting as a strong advocate for student learning

The Pennsylvania High School Coaching Initiative (PAHSCI)

In 2005, PAHSCI began implementing one-on-one instructional coaching in 26 high schools in 16 high-needs districts across Pennsylvania, with the generous support of the Annenberg Foundation. PAHSCI's work continues, and lessons learned from PAHSCI led to the creation of the Pennsylvania Institute for Instructional Coaching (PIIC). The mission is to build capacity within school districts to improve teaching and student achievement through collaborative whole-school reform practices based on instructional coaching, collegial networks, and job- embedded professional development for teachers.

PAHSCI's approach reflects the growing consensus about what constitutes good professional development for teachers. It is:

- Ongoing and job-embedded, recognizing that teachers want and need strategies for continuous improvement in their work.
- Linked to state standards, curriculum, and assessment, so that teachers acquire knowledge and skills directly related to what their students need to learn.
- Confidential and non-evaluative, so that teachers can work honestly and openly with their coaches and colleagues on self-improvement.
- Founded on evidence-based strategies for improving instruction, to offer teachers practical, classroom-focused assistance.

One-on-one coaching for teachers is the heart of PAHSCI, but coaching is supported by a professional development infrastructure. PAHSCI provides:

- One literacy and one math instructional coach per 600 high school students.
- Training for coaches in the Penn Literacy Network (PLN) evidence-based strategies for developing reading, writing, and comprehension skills across the curriculum.
- Regular on-site "over-the-shoulder" coaching for teachers in implementing PLN strategies in their classrooms.

- Frequent professional development opportunities for coaches, teachers, and school leaders on instructional coaching and literacy across the content areas.
- Continuing education credits for participation in training sessions: 1.5 credit units (4.5 semester credits) from the University of Pennsylvania.

Mentor teams who visit districts regularly to provide ongoing support to coaches and administrators, organize networking meetings, and offer other professional development activities. Mentors also coordinate a yearly Administrators Retreat focused on school leadership issues.

Although instructional coaching may seem like a simple strategy, the special skills and resources of the following partners are essential to its success:

The Pennsylvania Department of Education, which supports school improvement efforts through grants and program initiatives.
Foundations, Inc., a nonprofit organization that provides technical assistance, professional development, publications, and tools to schools and other organizations.
The Penn Literacy Network, a comprehensive literacy professional development program.
MPR Associates, Inc., the Academy for Educational Development, Research for Action, and The Center for Data Driven Reform at Johns Hopkins University, which have conducted research on the implementation and outcomes of PAHSCI.
The Philadelphia Foundation, which provides administrative and management support for private foundations and nonprofit organizations in southeastern Pennsylvania.

PAHSCI is filling a research void— data on the effectiveness of instructional coaching is sparse. Determining the unique contribution of instructional coaching to school improvement is difficult because schools are complex organizations, and many factors influence teaching and learning outcomes. PAHSCI has begun to build a research base demonstrating both the promise and the challenges of instructional coaching. Findings from research conducted on PAHSCI over three years include:

- In 18 of 21 PAHSCI schools, the percentage of 11th-graders reaching proficient or advanced levels in math on the Pennsylvania State Student Assessment (PSSA) exceeded the statewide percentage of students reaching proficiency from 2004-2007.
- In 15 of 21 PAHSCI schools, the percentage of 11th-graders reaching proficient or advanced levels in reading on the PSSA exceeded the statewide percentage of students reaching proficiency from 2004-2007.
- Seventy-nine percent of teachers coached regularly said that their coach played a significant role in improving their classroom instruction and practice.
- Teachers who were regularly coached one-on-one reported that:
- They made significant changes in their instructional practice.
- Their students were more engaged in class and enthusiastic about learning.
- Student attendance in their classes increased dramatically.

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Historical Local Data

In the study conducted by SRI International, Preliminary results have been reported:
Summary of NTC's Federal i3 Validation Evaluation September 2016
NTC's Stake in the Ground: More instructionally focused interactions lead to greater student learning.

Introduction:
For four years, NTC was engaged in robust, independent, third-party evaluations of our teacher induction model that have yielded positive, early results in program quality, teacher practice, retention, and student learning. In particular, the i3 Validation federal grant has helped us to evaluate and better understand the effects of our teacher induction program elements. While the evaluation has nuanced questions, at the heart of the study is a desire to better understand:

➢ What is the impact of NTC's induction model on program participants, with a focus on teacher and student outcomes?

➢ Whether NTC's induction model is implemented with high quality and what are high leverage practices between new teachers and mentors?

Below is additional information about each of the federal grants and the technical details of the evaluations.
Technical Details about the Evaluations Evaluator: SRI International, Inc.
Design: Quasi-experimental Randomized control trial
Formative Outcomes of Interest: Student learning and Program quality
Participants: Three program sites (two RCT and one QED) with two cohorts of teachers in 2013-2014 and 2014-2015 receiving two years of program support

Approximate Reach: 45 mentors
1,500 new teachers*
150,000 students**
*Combined across both cohorts
**Student counts are estimates. Students are not unique.

Notes on the Teacher Induction Model

The program sites included in the federal evaluation were designed as full-release induction programs. Therefore, mentors were fully released from their responsibilities as a classroom teacher to dedicate their time to mentoring, completed a rigorous mentor training series, and provided a high-level of support while honing their newly learned skills.

At minimum, beginning teachers in these full-time release programs received on average 180 minutes of face-to-face support from their mentor on a monthly basis. Additionally, they focused on specific instructional processes and had minimum requirements for completion of certain Formative Assessment System (FAS) tools with their beginning teachers, such as *Analyzing Student Work, Classroom Observations & Feedback, and Planning & Aligning Effective Instruction*.

We believe that the results presented in the next section are indicative of the comprehensive model of support these programs implemented with a high degree of rigor and fidelity. These results provide evidence that this level of new teacher support is associated with improved student learning.

Positive, Early Results

NTC has developed an impact spectrum of measurement to understand our progress towards our mission and theory of change. This includes asking the following questions in each of the following categories:

Supportive Context for Teaching & Learning		
	Reach	How many students, teachers, mentors/coaches, and principals participate in NTC programs?
	Program Quality	How do NTC programs implement with quality?
	Practice	How are teacher, mentor/coach, and principal practice becoming more effective?
	Retention of Talent	How are districts doing in retaining teachers and mentors/coaches?
	Student Learning	How are student engagement and learning improving?

Our federal evaluation has enabled us to begin answering many of these key questions with robust studies, using both randomized control trials and quasi-experimental designs to assess teacher- and student-level outcomes.

Program Quality

NTC has built a program that includes essential program elements focusing on program vision, quality mentor training, and classroom-based teacher support. From the start, NTC engages leadership at all levels to ensure that the work being done in classrooms is aligned to the district's instructional vision. As demonstrated below, evidence suggests NTC-trained mentors provide more intensive and more instructionally focused support than traditional district induction programs. Through rigorous mentor training, forums, and professional development, our program provides a comprehensive set of supports for the district, mentors, and beginning teachers.
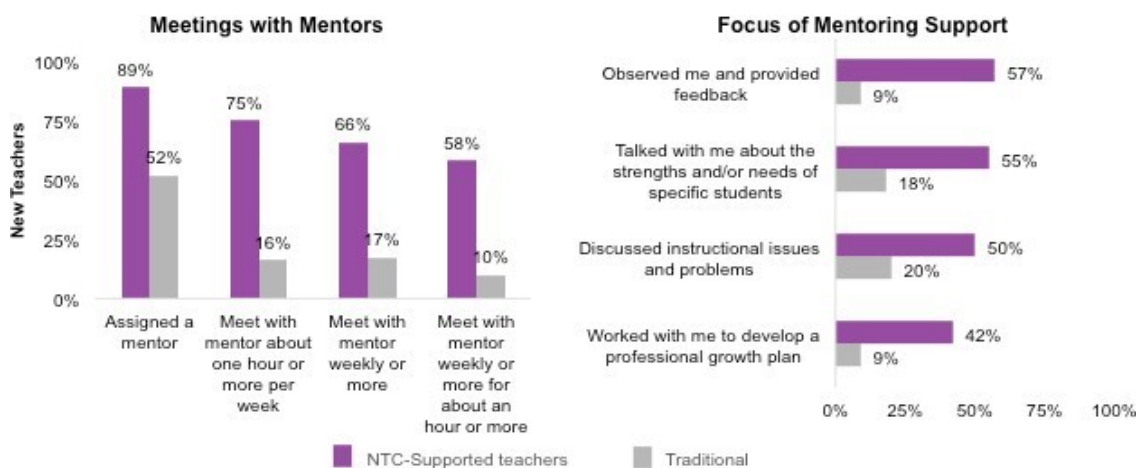
Teacher Practice

NTC's federal evaluations have enabled us to assess teacher practice using comparison groups. This has enabled us to better understand how teacher practice is advancing in NTC supported classrooms.

As the data below shows, a higher percentage of NTC supported new teachers demonstrate proficiency in engaging students in learning, compared to those teachers who are not supported by NTC. Through this evaluation we have also found that NTC supported new teachers also demonstrate greater proficiency in using assessment in instruction.
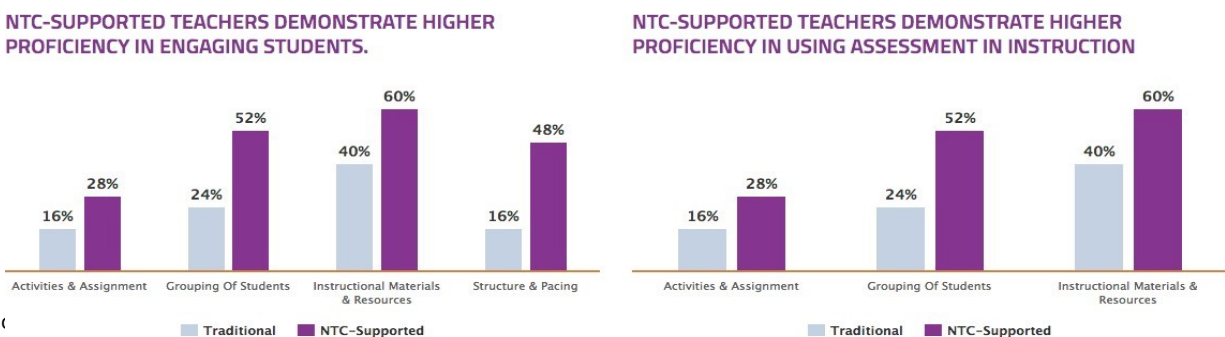
Retention

After two years of support, NTC-supported teachers return to the district at a higher rate than district-supported teachers.

86%	80%

NTC-Supported Traditional
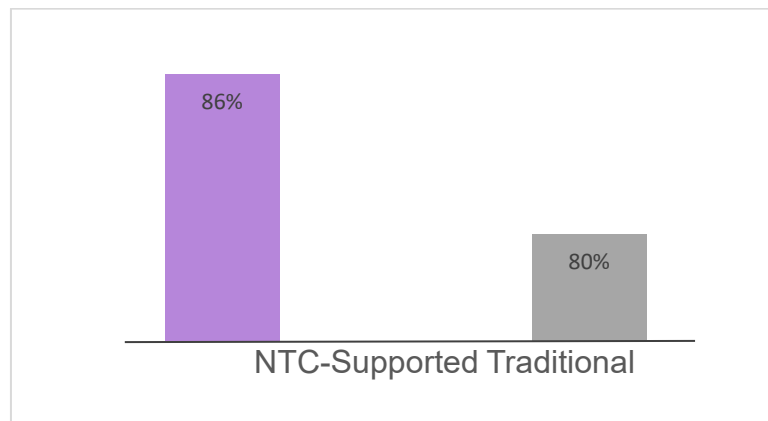
Student Achievement

NTC is one of the few induction programs that have demonstrated statistically significant gains in student learning through third party evaluations. After two years of NTC support, students of NTC-supported teachers in grades 4 through 8 demonstrated 3 to 5 months of additional learning in reading compared to students of the control group teachers, who received traditional new teacher support.

NTC's commitment to delivering high quality induction services and support is a constant. The results outlined above demonstrate the outcomes achieved by providing comprehensive support to new teachers. With this approach, NTC and district partners can engage in a level of work and commitment that can yield proven results for teachers and students.

IMPACT ON STUDENT ACHIEVEMENT

Results consistently show students taught by NTC–supported new teachers learned more compared to students whose new teachers received traditional new teacher support.

Source: SRI International Evaluation, 2016

+ 3–5 months of additional learning

+ 2–3.5 months of additional learning

Traditional Support (1 Year)
NTC Support (1 Year)
Traditional Support (2 Years)
NTC Support (2 Years)
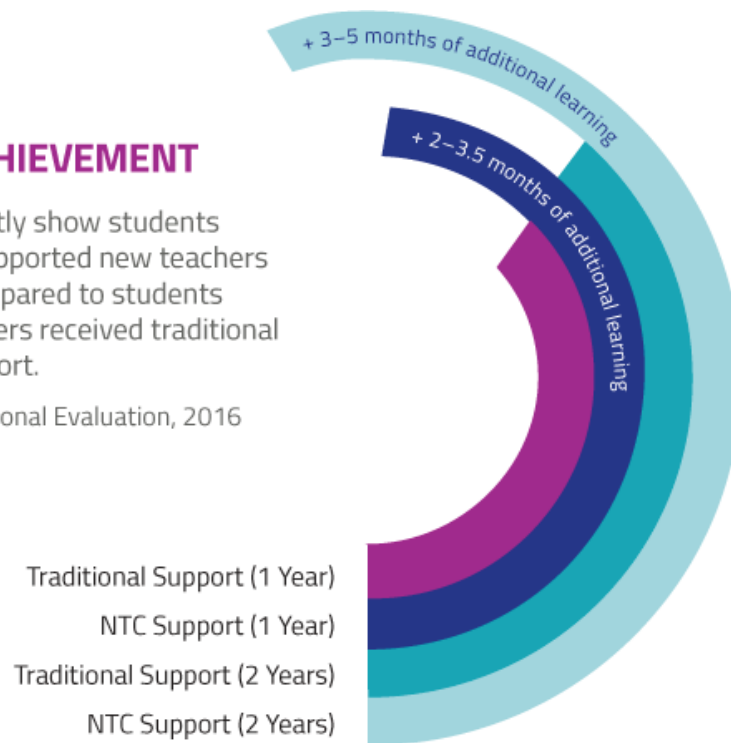
The role of the Induction Coach has grown out of research from a BCPS Investing in Innovation grant with New Teacher Center that yielded positive results in teacher retention, instructional practice proficiency, and student learning gains. BCPS and New Teacher Center commissioned a three-year study conducted by SRI International, published in 2015. Students of teachers with full-release coaches (treatment group) gained 2 to 3.5 months of additional learning in reading compared to teachers without this support (control group). The effect in math was also positive but not statistically significant. After one year of support, a higher percentage of new teachers supported by a full-release induction coach demonstrated proficiency in Activities and Assignments, Grouping of Students, Instructional Materials and Resources, Structure and Pacing, Assessment Criteria, Monitoring of Student Learning, Feedback to Students, and Student Self-assessment and Monitoring. The retention rate among teachers in the treatment group was 80% compared to 68% in the control group. The study concluded that teachers who receive two years of support through personalized professional development from an Induction Coach accelerate their practice as a result of this intensive model, improve student learning, and are retained at higher numbers.

As a result of the findings from the study, EQUIP will staff full-release Induction Coaches for the participating 20 schools as a strategy for improving educator effectiveness and retaining effective educators in high-need schools.

Alignment to Broward County Public School's (BCPS) Strategic Plan

BCPS fully sustained a comprehensive coaching model to maximize the effectiveness of all instructional coaches by providing enhanced and differentiated transformative coaching strategies to support teachers in relevant curriculum strategies and initiatives. The program grows internal capacity, expands contextualized support and streamlines targets for teacher development. To continuously ensure alignment to the BCPS Strategic Plan initiatives, the Department of Coaching and Induction has created and developed the **Instructional Coaching Roles and Coaching Processes** to improve student learning and educator effectiveness. Based on historical trend analysis, the Department has identified numerous factors and elements to guide transformational leadership roles and how each role directly supports the district's Strategic Goals:

Strategic Goal: High-Quality Instruction

Based on the 2024 Strategic Plan Primary Metrics, the following coaching roles will directly support:
Percent of Students Reading on Grade Level at End of Year,
Percent of Students at Level 3 or Higher on the Florida Standards Assessment in English Language Arts (ELA),
Percent of Students at Level 3 or Higher on the Florida Standards Assessment in Mathematics,
Percent of Students at Level 3 or Higher on the Algebra 1 End of Course (EOC) Exam,
the Four-Year Graduation Rate.

Instructional Coaching Role – Owner of Learning
Expectation – Continues to increase their knowledge based on best practices in reading instruction, intervention, and instructional reading strategies. Models continuous learning. The Instructional Coach takes initiative and pursues his or her own learning and development as a coach by seeking out ways to improve his or her skills, knowledge, and capacity.

Look Fors –
Seeks out and participates in ongoing professional development opportunities and professional reading to develop coaching practice.
Gathers relevant data and utilizes a variety of strategies to reflect on coaching practices.
Solicits feedback from peers, Master Coach, and Principal to take action based on feedback.
Collaborates effectively with colleagues by supporting their professional growth.
Consults with other coaches to develop coaching practices.
Stays informed of current research on best practices

Instructional Coaching Role – Resource Purveyor
Expectation – Works with teachers to ensure that evidence-based reading programs are implemented with fidelity. The Instructional Coach engages in continuous learning to keep current their skills and knowledge by identifying a variety of resources to enhance classroom instruction, student achievement, supports and communicates school initiatives. The Instructional Coach's goal is to provide resources for a teacher to successfully use new

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instructional methods.

Look Fors -
Researches information to support classroom instruction.
Provides teachers with information and resources to support student learning.
Assist teachers to identify needs, access resources, and build relationships that will help meet those needs.
Establishes open communication and is always available to assist teachers.
Shares ideas and teachers' practices from other colleagues.
Identifies and provides instructional and assessment resources for teachers.
Shares research and instructional best practices with teachers and administrative team.

Instructional Coaching Role – Analysis of Student Learning
Expectation – Trains teachers in data analysis and using data to differentiate instruction. The Instructional Coach leads conversations using data to drive instructional decisions. The Instructional Coach meets with teachers individually at a convenient time and identifies the teacher's most pressing needs; discuss possible research-validated interventions that might help the teacher address those needs.

Look Fors -
Collaborates with teachers to analyze formative and summative student achievement data.
Develops strategic work plans based on data and the variety of assessments.
Continuously guided by the School Improvement Plan (SIP), makes necessary adjustments, and monitors progress along the way.
Gathers relevant data and engages teachers in accessing data to construct a work plan that improves instruction and student learning.
Assist teachers with the use of data to improve students' learning.
Organize and analyze school data and share with teachers and share with the leadership team.
Uses data to help teachers improve their instructional practices.
Provides feedback to the Response to Intervention Team (RTI) to improve student achievement.

Instructional Coaching Role – Content Specialist
Expectation – Works frequently with students in whole and small group instruction to model and coach in another teachers' classroom. The Instructional Coach understands state curriculum standards and uses standards to help teachers plan lessons and assessments. He/she supports teachers by helping with the "what" of teaching by promoting the implementation of content standards through adopted curricula.

Look Fors -
Supports teachers in deconstructing standards identifying essential/critical knowledge and skills.
Helps teachers to use standards to plan instruction and assessment.
Supports teachers in using data to drive instruction by targeting areas for student improvement.

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Validates the content teachers' expertise.
Assists teachers in targeting areas for student improvement.
Collaborates and supports teachers in using the curriculum to analyze students' strengths and challenging areas.
Stacks the standards to create learning targets.
Increases teacher's content knowledge and a better understanding of the structure of the written, taught, and tested curriculum.

Strategic Goal: Safe & Supportive Environment

Based on the 2024 Strategic Plan Primary Metrics, the following coaching roles will directly support:
Percent of Positive Survey Responses Related to Safety and Supports,
Percent of Students with Attendance Above 90%,
Percent of Teachers Retained in Employment with BCPS 5 Years After Hire Date,
Percent of Content Area Specific Professional Learning Opportunities with Positive Impact,
Percent of Students Exhibiting Improved Behavior (decrease in behavior incidents) After Intervention.

Instructional Coaching Role – Collaborator of Instructional Design
Expectation – Helps to increase instructional density to meet the needs of all students. The Instructional Coach designs instruction that focuses on the diverse needs of students. The Instructional Coach supports teachers by helping with the "how" of teaching. He/she collaborates with teachers in designing lessons to meet the needs of all students.

Look Fors -
Knowledgeable of the discipline around which he or she coaches (literacy, math, leadership, classroom management, school transformation, or other).
Ensures teachers set standards-based goals for individualized student's learning.
Co-teaches to model differentiated instruction.
Collaborates with teachers to design formative assessments, or assessments for learning.
Works collaboratively with teachers to provide the opportunity for the teacher to develop multiple instructional strategies for standards-based learning based in student needs.
Collaborates with teachers to analyze student work or performance data.

Instructional Coaching Role – Champion of the Classroom
Expectation – Provides daily support to classroom teachers. The Instructional Coach supports the implementation of effective instructional strategies. He/she will model for teachers' new interventions and observe the implementation, as well as provide effective feedback on teaching practices. Instructional Coach sits in on classes taught by the collaborating teacher to observe the overall progress of the class.

Look Fors -
Assists teachers based on need by providing guidance and structure in the classroom.
Co-create classroom management techniques that support instruction.
Establishes collegial practice by co-planning with teachers to develop a robust repertoire of

pedagogical practices.
Assists teachers with providing small group instruction.
Provides reflective feedback to teachers to improve pedagogical practices.
Collaborates with teachers to share best practices.

Instructional Coaching Role – Cross Curriculum Coordinator

Expectation – Facilitates study groups. The Instructional Coach helps coordinate and facilitate learning experiences for school staff. The Instructional Coach engages teachers in inquiry, collaborates with teachers to determine areas of need and together design ways to address concerns. Instructional Coach collaborates with cross curriculum coaches.

Look Fors -
Coordinates and facilitates visitation for cross content alignment.
Organizes professional learning communities within the content and across content areas.
Arranges for lesson study groups with teachers that produce effective lessons and strategies.
Discusses case studies and examine student work with teachers.

Strategic Goal: Effective Communication

Based on the 2024 Strategic Plan Primary Metrics, the following coaching roles will directly support:
Percent of Positive Survey Responses Related to Communication Effectiveness.

Instructional Coaching Role – Modeling

Expectation – Models effective instructional strategies for teachers. The Instructional Coach models lessons while the teacher observes. He/she demonstrates how the instructional method or intervention should be taught. Instructional Coach models specific teaching behaviors that will help the observing teacher improve their teaching practice.

Look Fors -
Co-plans with teachers and demonstrate effective instructional practices through modeling and co-teaching experiences.
Models instruction to demonstrate effective practices for teachers.
Models best practices (delivering a lesson, facilitating a meeting).
Engages teachers in coaching activities (role playing, visualizing, gathering surveys, using video, and so on) that move the client towards goals.
Provides over the shoulder coaching with teachers.
Works within a teacher's Zone of Proximal Development and gradually releases responsibility to enable the teacher to meet his or her goals.

Instructional Coaching Role – Feedback

Expectation – Coach and mentor colleagues. The Instructional Coach uses the coaching process (modeling, observing, and feedback) to allow for continuous communication with the teachers. The Instructional Coach observes and meets with teachers to discuss how to use the intervention and provide opportunity for reflective feedback. The Instructional Coach provides plenty of validation along with suggestions for improvement.

Look Fors -
Provides effective feedback for development and to encourage instructional growth.
Plans and structures coaching conversations to ensure alignment with teacher's goals and are moving the teacher towards meeting the goals.
Observes teachers in various contexts, gathers data, and offers feedback to support teacher needs.
Guides teachers to develop reflective capacities when receiving feedback using conversational coaching approaches that help the teacher.
Effectively uses a range of conversational coaching approaches in order to push the teacher to find new possibilities for action to meet goals.
Listens with empathy and uses non-judgmental language in coaching conversations.
Uses a variety of questioning strategies with teachers.
Understands that feedback is not evaluative.
Provides timely and targeted feedback to improve teacher and student performance.
Provides continual and ongoing feedback.

Instructional Coaching Role – Professional Learning Communities
Expectation - Provides professional development in major reading components as needed, based on an analysis of student performance data, administration and analysis of instructional assessments and providing differentiated instruction and intensive intervention. The Instructional Coach designs and facilitates effective professional learning opportunities. Instructional Coach works with groups of teachers to establish teams or professional learning communities that pave the way for interventions to be taught consistently across classrooms and subject matter.

Look Fors -
Participates in ongoing professional growth in coaching content area(s).
Designs, facilitates, and organizes professional development opportunities for teachers.
Provides professional development in the content area to teachers.
Facilitates other forms of professional development (e.g., teacher-led PD; school-led PD and or district-led PD).
Develops a plan for teaching the same cognitive expectations for students in all classes.
Facilitates and participates in professional learning communities.
Develops scope and sequence based on school data.

Instructional Coaching Role – Leadership Liaison
Expectation – Help lead and support reading leadership teams at their school. The Instructional Coach serves on leadership teams within the school. He/she helps bridge the gaps among school programs while remaining focused on the school goals. The Instructional Coach helps align individual goals and school goals in a non-evaluative way. The Instructional Coach is not an administrator or a district overseer.

Look Fors -
Participates in classroom visits.
Participates in data conversation with administration.

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Facilitates conversations using school data among the faculty.

Assists in developing School Improvement Plan (SIP) based on data and a variety of assessments.

Continuously guided by the SIP, makes adjustments as necessary, and monitors progress along the way.

Desired Outcomes and Performance Indicators

1.0 Instructional coach facilitates and advances the professional learning of each teacher to increase student learning

1.1 DESIRED OUTCOME: Uses reflective conversation skills to engage the teacher in to promote problem solving, reflective thinking and the use of data to engage teachers in examining and improving their practice.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Applies cognitive, collaborative, consultant, and calibration coaching strategies consciously and encourages ongoing reflection, critical thinking, and risk taking to promote self-direction, collaborative problem solving, and improvements in teacher practice and student learning. Strengthens repertoire of reflective coaching language protocols and moves fluidly among coaching strategies to promote teacher confidence and autonomy. Effectively uses skilled techniques, questioning, listening and responding appropriately to engage teachers in collaborative problem solving.	Applies cognitive, collaborative, consultant, and calibration coaching strategies consciously to promote thinking and problem solving that advances teacher practice and student learning. Uses coaching language protocols to facilitate positive, productive, reflective conversations and models reflective practice based on student results. Uses select techniques to engage teachers in collaborative problem solving.	Applies calibration coaching strategies only. Learns and begins to use coaching language protocols. Does not use techniques to engage teachers in collaborative problem solving; conversations tend to be instructive or directive.	Does not apply coaching strategies that promote thinking and problem solving. Does not use coaching language protocols. Does not engage the teacher in collaborative problem solving.

1.2 DESIRED OUTCOME: Uses a variety of strategies and resources, to respond to the teacher's professional needs and to the diverse learning needs of all students.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Seeks and shares new strategies and resources from the broader professional community to respond to the teacher's strategic integration of those strategies and resources to improve practice, differentiate instruction, and advance student learning.	Shares a variety of research-based teaching strategies selected to meet the diverse learning needs of students and improve practice and student learning.	Shares 1 or 2 research-based teaching strategies in an attempt to meet the diverse learning needs of students and improve practice and student learning.	Fails to share a variety of research-based teaching strategies and does not meet the diverse learning needs of students.

1.3 DESIRED OUTCOME: Engages the teacher in examination of data to improve practice and advance student learning.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1

Uses formative assessment data and a variety of protocols of observation and data collection to inform the teacher's next steps. Records the reflective conversations on graphic organizers/protocols that help facilitate data analysis and data driven conversations.	Uses formative assessment data to inform the teacher's next steps. Records the reflective conversations on graphic organizers/protocols that help facilitate data analysis and data driven conversations.	Uses formative assessment data to inform the teacher's next steps.	Does not use formative assessment data to inform the teacher's next steps.

1.4 DESIRED OUTCOME: Facilitates and promotes collaborative inquiry, data analysis, and reflection on practice to promote student learning.
Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Fosters as a habit of mind the ongoing inquiry into practice through the cycle of plan, teach, reflect to improve practice and advance student learning.	Models the inquiry cycle by collaborating with the teacher to design and observe lessons and analyze corresponding student work and observation data to improve student learning.	Attempts to collaborate with the teacher to utilize the inquiry cycle of plan.	Does not model the inquiry cycle through collaboration with the teacher.

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2.0 Instructional coach creates and maintains collaborative and professional partnerships to advance teaching practice and student learning.

2.1 DESIRED OUTCOME: Facilitates trust, caring, and honesty among colleagues to build ownership and solve problems, resulting in actions that support student learning.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Fosters a sustained trusting, caring relationship based on professional honesty and mutual respect. Facilitates the teacher's ability to analyze complex teaching issues and concerns and take responsible risks to advance practice and maximize student learning.	Builds and maintains an effective relationship of trust, caring, respect, and honesty. Engages in ongoing conversations that examine teaching practice and student learning for purposes of improvement and growth.	Builds a relationship with the teacher. Engages in conversations less than 50% of the time that examines teaching practice and student learning for purposes of improvement and growth.	Fails to build and maintain an effective relationship of trust, caring, respect, and honesty. Does not engage in ongoing conversations that examine teaching practice and student learning for purposes of improvement and growth.

2.2 DESIRED OUTCOME: Uses coaching and collaboration time effectively, implementing procedures and routines that advance professional learning.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Provides immediate and seamless integration of the BCC program requirements, coaching processes, and use of formative assessment in meeting the teacher's needs. Uses procedures, routines and protocols that increase efficiency and help energize the coaching experience.	Anticipates the needs of the teacher and is alert to entry points and use of formative assessment to address issues practice and learning needs of students in an immediate fashion. Prioritizes and balances BCC program requirements and the teacher's immediate needs.	Respects the teachers' time, and attempts to meet the teachers' individual needs but fails to prioritize and balance BCC program requirements. Has difficulty prioritizing and balancing BCC program requirements.	Fails to meet teachers' individual needs, does not respect the teachers' time and does not complete BCC program requirements. Fails to prioritize and balance BCC program requirements.

2.3 DESIRED OUTCOME: Models and teaches how to build effective partnerships with families, stakeholders, and colleagues that foster equitable achievement for students of all backgrounds.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Engages the teacher in applying leadership skills and utilizing a wide variety of strategies that ensure effective interactions, collaborations, and partnerships with side personnel, families, and community groups and result in improving student learning. Guides teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.	Supports the teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members. Guides teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.	Advises the teacher to engage with colleagues, site administrator, and families in ways that contribute to building positive and respectful relationships and student learning. Does not guide teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.	Fails to support the teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members. Does not guide teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.

3.0 Instructional coach utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning.

3.1 DESIRED OUTCOME: Utilizes knowledge of Florida Educator Accomplished Practices (FEAPS) and Florida Benchmarks for Excellent Student Thinking (B.E.S.T) Standards, pedagogy and academic language development to advance teaching practice and student learning.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates teacher's routine use of FEAPS, Florida B.E.S.T. Standards, related pedagogy, and strategies for academic language development, in planning, implementing, and reflecting on effectiveness of strategies to advance student learning. Facilitates the teacher's routine use of selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.	Uses knowledge of FEAPS, Florida B.E.S.T. Standards and instructional strategies to ensure that all planning, observations, and evidence of learning are standards based and matched to student data. Guides the teacher in selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.	Uses knowledge of FEAPS, Florida B.E.S.T. Standards, and instructional strategies to guide teacher planning and implementation of standard-based instruction to meet assessed needs of students. Supports teacher to plan lessons that include teaching academic language and vocabulary development to provide student access to learning standards based content.	Fails to guide teacher planning and implementation of standards-based instruction. Fails to guide the teacher in selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.

3.2 DESIRED OUTCOME: Uses knowledge of educational research and best practices to improve instruction and student learning.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Collaborates with teacher to implement research based instructional strategies and best practices targeted to meet identified and evolving needs of students. Fosters teacher awareness of and access to membership in professional organizations, learning communities, and/or educational journals.	Integrates educational research and best practices into collaborations with teacher. Supports the teacher in implementing best practices to address a range of learning needs.	Shares research based instructional strategies and best practices with teachers to improve practice. Fails to support the teacher in implementing best practices to address a range of learning needs.	Does not integrate educational research and best practices into collaborations with teacher. Fails to support the teacher in implementing best practices to address a range of learning needs.

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4.0 Instructional coach promotes professional learning for teachers for continuous improvement and student learning

4.1 DESIRED OUTCOME: Builds on and values prior knowledge, background, interests, experiences and needs of the teacher to improve practice and student learning.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Designs and facilitates professional learning that includes deliberate and multiple opportunities for teachers to build on their own knowledge, experiences, interests, and needs to improve their practice and student learning. Engages teachers in active analysis of the relationship between elements of instruction and student learning.	Promotes and facilitates professional learning using a wide range of specific information regarding teachers. Connects new learnings with teachers' current understandings, prior knowledge, experiences, interests, needs, and purposes for learning. Makes connection between strategies and student learning transparent.	Facilitates professional learning that seeks some specific knowledge of the individual teachers prior to session. Focuses teacher awareness of the impact of strategies on student learning.	Does not facilitate professional learning for teachers. Does not use needs assessment to determine the most appropriate professional learning for teachers.

4.2 DESIRED OUTCOME: Promotes, designs, and/or facilitates professional learning that is aligned with standards, school/district improvement, and program requirements.

Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Designs and facilitates professional learning that models best practices, is standards-based, and aligned with school/district improvement goals. Designs and facilitates professional learning that is differentiated to meet the needs and interests of teachers. Designs and facilitates professional learning that facilitates the leadership of teachers to share their learnings with colleagues, collaboratively problem-solve, and reflect on practice.	Designs and facilitates professional learning that models best practices, is standards-based, and aligned with school/district improvement goals. Supports teachers to collaboratively share classroom artifacts and evidence and learn from each other.	Facilitates professional learning that models best practices, is standards-based, and aligned with school/district improvement goals.	Does facilitate or design professional learning or facilitates professional learning that is not standards- based and/or not aligned with school/district improvement goals.

4.3 DESIRED OUTCOME: Creates an effective environment for professional learning.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Arranges the physical environment to enhance the learning experience.	Arranges the physical environment to enhance the learning experience.	Arranges the physical environment to enhance the learning experience.	Arranges the physical environment to enhance the learning experience.
Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward, and time to reflect.	Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward, and time to reflect.	Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward, and time to reflect.	
Uses strategies to promote inquiry and dialogue.	Uses strategies to promote inquiry and dialogue.		
Promotes collaboration, risk taking, problem solving, leadership, and reflective application/demonstration of best teaching practices.	Promotes collaboration, risk taking, problem solving, leadership, and reflective application/demonstration of best teaching practices.		
Provides a safe environment that encourages participants to take ownership of their own learning by participating in facilitation, suggesting topics for discussion, sharing information, and analyzing artifacts of practice and student work.			

4.4 DESIRED OUTCOME: Differentiates professional learning based on adult learning principles and assessed needs and interests of teachers to advance practice.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1

Understands and applies adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs. Offers participants a range of choices to ensure differentiated professional learning. Provides differentiated professional learning that offers options for grouping based on developmental needs, learning styles, interests and individual professional learning goals. Adjusts presentation and/or facilitation to respond to and address needs as they arise and differentiates professional learning flexibility to address the immediate needs of the participants and in response to understanding of identified needs, levels, and goals of teachers.	Understands and applies adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs. Offers participants a range of choices to ensure differentiated professional learning. Provides differentiated professional learning that offers options for grouping based on developmental needs, learning styles, interests and individual professional learning goals.	Understands and applies adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs. Offers participants a range of choices to ensure differentiated professional learning.	Does understand or apply adult learning principles. Does not offer participants a range of choices to ensure differentiated professional learning.

4.5 DESIRED OUTCOME: Uses the teacher's self-assessments and inquiries into practice to assist in coaching and planning for ongoing professional learning to improve practice and advance student learning.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Considers teacher's self-assessments and inquiries into practice when planning for coaching and professional learning. Supports teacher's efforts at implementation of respective strategies. Facilitates the teacher's routine use of self-assessments and inquiries to target coaching and seek professional learning to address evolving issues of practice and student learning needs. Engages the teacher in ongoing reflection on the impact of strategic implementation of strategies from coaching and professional learning to improve practice and advance student learning.	Considers teacher's self-assessments and inquiries into practice when planning for coaching and professional learning. Supports teacher's efforts at implementation of respective strategies. Uses teacher's self/co-assessments and inquiries to guide coaching and plan for ongoing professional learning. Collaborates with the teacher to implement strategies from coaching and professional learning and to reflect on corresponding improvements in practice and student learning.	Considers teacher's self-assessments and inquiries into practice when planning for coaching and professional learning. Supports teacher's efforts at implementation of respective strategies.	Does not consider teacher's self-assessments and inquiries into practice when planning for coaching and professional learning.

5.0 Instructional coach uses assessment data to advance teaching practice and student learning.

5.1 DESIRED OUTCOME: Implements formative assessments that support and guide improvement in practice and student learning.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates and integrates the use of formative assessments in timely and responsive ways that meet individual needs of teachers and promote student learning.	Integrates the use of formative assessments in timely and responsive ways that meet individual needs of teachers and promote student learning.	Integrates the use of formative assessments occasionally in an attempt to meet individual needs of teachers and promote student learning.	Does not integrate the use of formative assessments in timely and responsive ways that meet individual needs of teachers and promote student learning.

5.2 DESIRED OUTCOME: Uses results of formative assessment, including lesson plans, classroom observation, and evidence of student learning to promote improvement in practice and student learning.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Deepens understanding and uses results of formative assessment including lesson plans, classroom observation, and evidence of student learning to promote teacher growth and student achievement through collaboration with colleagues in ongoing analysis and reflection on formative assessments.	Uses results of formative assessment including lesson plans, classroom observation, and evidence of student learning to promote teacher growth and student achievement.	Develops an understanding of the role of using results of formative assessment, including lesson plans, classroom observation, and evidence of student learning to promote teacher growth and student achievement.	Fails to use results of formative assessment, including lesson plans, classroom observation, and evidence of student learning to promote teacher growth and student achievement.

5.3 DESIRED OUTCOME: Develops the teacher's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates and builds the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth. Supports the teacher to develop self and co-assessment as a habit of professional practice focused on the ongoing improvement of practice and student learning.	Builds the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth. Designs and implements appropriate next steps to support improvement in practice and student learning.	Builds the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth. Fails to design and implement appropriate next steps to support improvement in practice and student learning.	Fails to build the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth. Fails to design and implement appropriate next steps to support improvement in practice and student learning.

5.4 DESIRED OUTCOME: Teaches and supports identification and development of appropriate assessments to determine student knowledge, skills, and needs.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates the teacher's flexible use of a wide range of student assessments that are well matched to the teacher's purpose and that accurately demonstrates student's knowledge, skills, and needs. Supports the teacher to develop student abilities and motivations to advance learning through engagement with student assessment data.	Teaches, supports, and collaborates with the teacher to use pre-, formative, and summative assessments to determine student knowledge, skills, and needs. Guides the teacher to engage students in setting personal goals and monitoring progress, using data from assessments.	Teaches and supports the teacher to use pre-, formative, and summative assessments to determine student knowledge, skills, and needs. Does not guide teacher to engage students in setting personal goals and monitoring progress, using data from assessments.	Fails to use assessments to support and collaborate with teacher to determine student knowledge, skills, and needs. Does not guide teacher to engage students in setting personal goals and monitoring progress, using data from assessments.

5.5 DESIRED OUTCOME: Facilitates analysis of student data to plan and differentiate instruction to advance student learning.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates the teacher's systematic collection and analysis of a broad range of student data. Collaborates with the teacher to plan differentiated instruction that results in improvements in practice and advances student learning.	Collaborates with the teacher in the regular analysis of formal and informal student data using required assessments. Supports the teacher to expand strategies selected for differentiated instruction to be responsive to individual needs to promote student learning.	Collaborates with the teacher in the analysis of student data using required assessments. Supports the teacher to implement 1 or 2 appropriate strategies for differentiation matched to student needs.	Does not collaborate with the teacher in the analysis of student data using required assessments. Does not support the teacher to implement appropriate strategies for differentiation matched to student needs.

5.6 DESIRED OUTCOME: Uses the teacher's self/co-assessments and inquiries into practice to assist in coaching and planning for ongoing professional learning to improve practice and advance student learning.

Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Facilitates the teacher's own use of self/co-assessments and inquiries to target coaching and seek professional learning to address evolving issues of practice and student learning needs. Engages the teacher in ongoing reflection on the impact of strategic implementation of strategies from coaching and professional learning to improve practice and advance student learning.	Uses teacher's self/co-assessments to plan for ongoing professional learning. Collaborates with the teacher to implement strategies from coaching and professional learning and to reflect on corresponding improvements in practice and student learning.	Advises the teacher's use of self/co-assessments and inquiries into practice when planning for coaching and professional learning. Supports teacher's efforts at implementation of respective strategies.	Does not use teacher's self/co-assessments to plan for ongoing professional learning. Fails to collaborate with the teacher to implement strategies from coaching and professional learning and to reflect on corresponding improvements in practice and student learning.

6.0 Instructional coach completes all requirements of Broward Coach Credentialing Program.

6.1 DESIRED OUTCOME: Professional Goal Setting			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Develops and implements goal-based inquiries to examine and improve in coaching practice and application of coach standards.	Develops and implements goal-based inquiries to examine and improve in coaching practice and application of coach standards.	Develops goal-based inquiries to examine and improve in coaching practice.	Fails to develop and/or implement goal-based inquiries to examine and improve in coaching practice and application of coach standards.

6.2 DESIRED OUTCOME: Uses a variety of Broward Coach Credentialing Protocols to access learning practice.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Uses the following Broward Coach Credentialing Program protocols to complete the Coaching Data Project: • School-wide Data Analysis • Instructional Coach Tracker • Planning for Student Success (1) • Evidence of Learning (1) • Learning Walk (1) • Coaching Conversation & Feedback Reflection (1) • Coaching for Student Achievement Action Plan: Parts I, II, & III (2) • Coaching Action Plan Final Reflection Keep accurate records and completes Instructional Coach Time Log.	Uses at least 6 of the following Broward Coach Credentialing Program protocols: • School-wide Data Analysis • Instructional Coach Tracker • Planning for Student Success (1) • Evidence of Learning (1) • Learning Walk (1) • Coaching Conversation & Feedback Reflection (1) • Coaching for Student Achievement Action Plan: Parts I, II, & III (2) • Coaching Action Plan Final Reflection Keep accurate records and completes Instructional Coach Time Log for 90% of Instructional Coach/Teacher interactions.	Uses at least 4 of the following Broward Coach Credentialing Program protocols: • School-wide Data Analysis • Instructional Coach Tracker • Planning for Student Success (1) • Evidence of Learning (1) • Learning Walk (1) • Coaching Conversation & Feedback Reflection (1) • Coaching for Student Achievement Action Plan: Parts I, II, & III (2) • Coaching Action Plan Final Reflection Keep accurate records and completes Instructional Coach Time Log for 75% of Instructional Coach/Teacher interactions.	Uses less than 3 of the following Broward Coach Credentialing Program protocols: • School-wide Data Analysis • Instructional Coach Tracker • Planning for Student Success (2) • Evidence of Learning (2) • Learning Walk (2) • Coaching Conversation & Feedback Reflection (2) • Coaching for Student Achievement Action Plan: Parts I, II, & III (2) • Coaching Action Plan Final Reflection Does not keep accurate records and does not complete Instructional Coach Time Log for 90% of Instructional Coach/Teacher interactions.

6.3 DESIRED OUTCOME: Continuously pursues purposeful professional learning opportunities.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Participates in all (100%) of the professional learning opportunities. Attends and actively participates in all five (5) 6-hour BCC Program modules.	Participates in > 90% of the professional learning activities. Attends all five (5) 6-hour BCC Program modules.	Participation in professional learning activities is inconsistent (75%-89%). Attends less than five (5) 6-hour BCC Program modules.	Does not participate in < 75% of the professional learning activities. Fails to attend all five (5) 6-hour BCC Program modules.

6.4 DESIRED OUTCOME: Engages with Case Study Teachers to accelerate teacher effectiveness and develop as Instructional Coach.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Engages and supports two (2) Case Study Teachers for 45 minutes a week recording the time on the Excel Instructional Coaching Time Log for a minimum of 180 minutes per month per case study teacher.	Engages and supports at least two (2) Case Study Teacher at least 45 minutes per week or 180 minutes per month recording the time on the Excel Instructional Coaching Time Log.	Engages with at least one (1) Case Study Teacher less than 45 minutes per week or less than 180 minutes per month recording the time on the Excel Instructional Coaching Time Log.	Fails to engage or support one (1) Case Study Teacher at least 45 minutes per week or 180 minutes per month and does not record the time on the Excel Instructional Coaching Time Log.

7.0 DESIRED OUTCOME: 20 Selected Teacher and School Leader (TSL) High Need Schools			
7.1 DESIRED OUTCOME: Selected schools will increase student achievement and support professional growth of teachers and school leaders focusing on educator preparation, retention, equity, diversity, inclusion and advancement.			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Collaborates with colleagues to develop plans and strategies for implementation of the new learning individually, based on teacher needs and student needs Accesses resources and external assistance to support implementation of collaborative professional learning Guides team and colleagues in reflection of implementation Regularly provides constructive, timely feedback on instruction to teammates using protocols Practices teaching skills until mastery is achieved	Implements research-based strategies learned during professional development into practice Reflects individually on implementation of professional learning to improve practice Works with colleagues to support and improve each other's implementation, including their own performance. Provides constructive feedback on instruction to mentees using protocols	Uses strategies learned with students Interacts with colleagues to respond to concerns related to implementation	Fails to implement research-based strategies to inform instructional practice and student learning

Data Collection Plan

End Goal of Initiative
District Personnel and participating Instructional Coaches will receive a District Coach Credential.

What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Attendance Meeting Times	Sign in sheets Attendance log	Data is available	Hard copy on file	Broward Coach Credentialing Program Leader - Supervisor, Coaching and Induction; Broward Coach Credentialing Master Coach Team	Monthly & Quarterly
Case Study teacher Data	Instructional Coaching Time Log	Data is available	Canvas	Participant	Monthly
Case Study teacher Data	Broward Coach Credentialing Protocols and Coaching Data Project	Data is available	Canvas	Participant	Monthly, Quarterly, and Annually
Coach Perception data	Surveys	Data needs to be collected	NA	Broward Coach Credentialing Program Leader-Supervisor	Once at the end of two years

Mid-Year and End of Year Evaluation Plan

Quality and Fidelity of Implementation

Participant	Middle of Year Evaluation	End of Year Evaluation
Instructional coach	Participant Feedback Form	Feedback Form Data Summary

Impact on Practice

Participant	Middle of Year Evaluation	End of Year Evaluation
Instructional coach	Professional Learning Feedback Summaries following each Module	Feedback Form Data Summary

Impact on Student Achievement

Participant	Middle of Year Evaluation	End of Year Evaluation
Instructional coach	N/A	FAST Data